

MANCHESTER COLLEGE

Department of Education

LESSON PLAN by Megan Stephens

Lesson: Teamwork Lesson 1: Identifying Metaphors and Similes

Length: 50 minutes Age or Grade Intended: 7th grade English

Academic Standards

7.1.1 Identify and understand idioms and comparisons — such as analogies, metaphors, and similes —in prose and poetry.

- Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *to be an old hand at something* or *to get one's feet wet*
- Analogies: comparisons of the similar aspects of two different things
- Metaphors: implied comparisons, such as *The stars were brilliant diamonds in the night sky.*
- Similes: comparisons that use “like” or “as,” such as *The stars were like a million diamonds in the sky.*

Performance Objectives:

Given a worksheet, the students will identify examples metaphors and similes given instructions and definitions of the terms with 80% accuracy.

Assessment:

I will assess the students individually as they work in their groups for participation points. I will also assess the worksheets they turn in as a group. 80% correct answers will receive full points and less than 80% will be docked accordingly.

Advanced Preparation by the Teacher:

- Have dry erase boards and markers ready for each of the teams
- Have *Youtube* video ready (Only the first few minutes of the clip is necessary).
- Have the listed songs ready to play for the class (on computer/smart board). Some will only be clips, so know which parts of the song to play.
- Create a worksheet with metaphors and similes for the class.
- Be prepared to answer all questions.

Procedure:

Introduction:

We have been working on aspects of *teamwork* throughout the school in all of your classes. Today we are going to get into teams and work together to identify Similies and Metaphors. These can be difficult to figure out, that is why we are working in our teams today. First, I am going to show you a video clip that talks about similes and metaphors.

<http://www.youtube.com/watch?v=6QbV81Ilq0I&feature=related>

Who knows what a Simile is? (Bloom's: Knowledge)

Who knows what a Metaphor is? (Bloom's: Knowledge)

Can someone distinguish a simile from a metaphor? (Bloom's: Comprehension)

How do these enhance imagery in writing? (Bloom's: Application)

Step-by-Step:

1. First, we are going to get into our teams. Here is a dry erase board and marker. In your teams, you will listen to each of the song clips and identify whether there are any *similes* and/or *metaphors* in the songs (Gardner: Interpersonal). Write one line of the song containing a *simile* or *metaphor* on your dry erase boards and hold it up as soon as it is written. The first team to hold up a correctly used *simile* or *metaphor* in the song will receive 200 points, and the remaining teams that answer correctly will receive 100 points. The scores will be written on the chalk board. I will be scorekeeper unless one of you wants to (Gardner's: Intrapersonal). You should assign one person in team to write on the board (Gardner: Verbal/Linguistic).
2. Okay, here we go. Remember, you are working in your teams so that you can *work together* and use the *best of your strengths* to complete this activity. For our English class, this means that we will help one another to understand the writing techniques we are studying. This is a fun activity, but I expect you all to *include everyone* and keep your volume levels on low.
3. Here is the goal for this activity (write on chalkboard) Help one another understand how to identify *similes* and *metaphors* in music so that each of you will be able to identify them in writing.
4. (Play each of the eleven song clips and record the groups scores on the chalk board)
(25 minutes)

Song clips:

Britney Spears: "Like a Circus"

Rascal Flatts: "Life is a Highway"

Miley Cyrus: "The Climb"

Katy Perry: "Hot and Cold"

Katy Perry: "Firework"

Nelly Furtado: "I'm Like a Bird"

Taylor Swift: "Love Story"

Bon Jovi: "Bad Medicine"

Selena Gomez: "Naturally"

Click Five: "Just the Girl"

Weezer: "Say it Aint So"

5. You all did a great job with this activity. Does anyone have any questions?
6. Now we are going to go back to our seats so we can complete a worksheet. This worksheet has ten examples of imagery and symbolism using *similes* and *metaphors* in poetry. You will complete this worksheet on your own, and you should have plenty of time to finish it before the end of class. If you do not, it will need to be done as homework. If you finish early, you can read your library book. There should be no talking. If you have questions, come and ask me.
7. (Walk around the room making sure everyone is on task, making sure the students understand the assignment and answer all questions)
(20 minutes)

Closure:

You all did a great job today (hopefully ☺). Make sure you hand in your similes/metaphors worksheet. If you did not complete it, it needs to be turned in at the beginning of class tomorrow. We will continue looking at figurative language, so make sure you understand what we talked about today, since we will be building on this later. If you have any questions about this, you can come to me or ask someone in your team to help you with the concepts.

(5 minutes)

Adaptations/Enrichment:

This is really a great lesson for students with learning disabilities in general, because they will have the opportunity to learn from their classmates in their teams. I will assign the teams beforehand and place students with disabilities in a team with other more proficient students who can help them. There are many opportunities for the students to identify the similes and metaphors because I will be playing eleven songs. On the worksheet, I may take out some of the examples so that students with disabilities can better concentrate without feeling overwhelmed. As long as the students can distinguish similes and metaphors in a few examples that I can assess they will be a similar level than the rest of the class.

Self-Reflection:

Did the students work well in their teams? Were there any problems among team members? Did they help each other understand the concepts? Was everyone able to do the worksheet I asked them to do? Were all students with disabilities able to do this assignment? How did I do as far as time restraints? Does this seem helpful to all of the students? Do the students seem to understand metaphors and similes or do I need to cover this again?

Name:

Similes and Metaphors

Part 1: Identify whether the sentence is simile or a metaphor.

1. Her hair was golden silk streaming in the afternoon breeze.
2. The algebra question $x+16=30$ is a sharp object jiggling around in my brain.
3. Jordan walked like an elephant on parade.
4. Jan's broken nose swelled up like a big red balloon.
5. Tim was as tall as Mount Everest.
6. Carrying my book bag was like dragging around a bag of boulders.
7. Jordan's reply was burning hot and crispy.
8. Michael is the lion king of his class.
9. She danced like she was trying to stomp on rabid squirrels.
10. John is the Tiger Woods of his golf team.

Part 2: Read the following poem by William Wordsworth. Identify one simile and one metaphor from the poem. Write out what these compare. Example: "Death lies upon her like an untimely frost." (Shakespeare, Romeo and Juliet.). This line compares *death* to *frost*

I WANDERED LONELY AS A CLOUD

I WANDERED lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could never be gray,
In such a jocund company:
I gazed--and gazed--but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

William Wordsworth

Part 3: Create two sentences of your own. Write one simile and one metaphor.

Simile:

Metaphor:

Answers:

Part 1: Bloom's: Knowledge

1. Metaphor
2. Metaphor
3. Simile
4. Simile
5. Metaphor
6. Simile
7. Metaphor
8. Metaphor
9. Simile
10. Metaphor

Part 2: Bloom's Comprehension

Simile: Lonely as clouds. Continuous as the stars.

Metaphor: Daffodils dancing. Stars twinkle, stretch, toss their heads, dance

Waves dance.

Part 3: Bloom's: Synthesis

Answer's Vary.