**Lesson Plan: Writing Mini-Lesson Similes**

**Grade:** 4

**Common Core State Standard:** Reading Standards for Literature Grade 4

[CCSS.ELA-LITERACY.W.4.3.D](http://www.corestandards.org/ELA-Literacy/W/4/3/d/)

**Standard L.4 :** L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Objective**: Students will revise previously written personal narratives by writing two similes to make their narrative more descriptive.

**Materials:** *Owl Moon* by Jane Yolen

 White Board and Markers

 Student’s personal narrative

**Procedure:**

1. **Lesson Introduction/Objective and purpose:**
	1. “Writers, before we begin today’s lesson, I have a question to ask you. Does anyone know what a simile is? If you do, please raise your hand high and quietly.” (Allow a few students to provide an explanation or example for what a simile is)
	2. **“**Today we are going to learn how to write similes and add them into your writing. I am going to model the use of similes to compare different ideas and objects just like Jane Yolen does in the book *Owl Moon*. Have any of you ever read the book *Owl Moon*? If you have please give me a thumbs up.
2. **Teach and model:**
	1. Show the sentence from *Owl Moon* in the book and write it on the board
		1. “When their voices faded away it was as quiet as a dream”
	2. Explain to the class that the author is comparing how quiet it was to a dream. (How a dream may have no noise) When an author uses words such as like or as they are comparing different objects, which is called a SIMILE.
	3. Write the definition of a simile on the board
		1. A simile is a sentence comparing two unlike things. You are comparing one thing to something that is different. Typically people use the words like or as to write a simile.
3. **Guided Practice:**
	1. Demonstrate to the students a simile I would write in my own personal narrative. “If I was writing my own personal narrative about blowing out the candles on my cake at my birthday party, I could write a simile about the size of the cake when I was describing it. For example I could write…”
		1. The seven-layer cake was as tall as the empire state building in New York City.

Review with students what was being compared.

The seven layer cake -> the height of the empire state building

* 1. “Writers, I now want you to think of your own example of a simile. I will give you about a minute to think of one. Once you have one in your head, please give me a thumbs up.” Allow a few students to share the simile they have created and what is being compared.
1. **Independent Practice:**
	1. Allow students to share what they have learned today. “To end today’s mini-lesson before you get to begin working, I would like you guys to share what you have learned today and how it is important to your everyday writing. To do so, please turn and talk to a partner that is next to you and share those two things. When you and your partner are done sharing, please look at me and give me a thumbs up”
		* 1. What they have learned
			2. How it is important to their everyday writing
	2. “Writers I know you have been working on personal narratives recently during writing. To add more description to your writing I would like you to go back to your narrative and add at least 2 similes in it. If you have to, you can draw an arrow to where you would like to write it and write the simile on the side of the paper. If you have any questions still, please stay on the carpet. If not you may return to your seats. I will be circulating throughout the classroom to see how your work is going and look at your similes. I can’t wait to see all of the amazing similes you come up with!”
2. **Small Group and Individual Conferencing**
	1. First walk around the class to check and see if everyone is beginning their work in their writing.
	2. Pull a small group of 3-4 students (possibly using those who were not paying too much attention) and work on similes in their writing with them.
		1. Have them first find a place where they can insert a simile and draw a star.
		2. On a post it, have them write the simile to share with the group before they add it to their writing.
		3. Allow students to write the simile into their writing using an arrow to the side if necessary
	3. Pull a few individual students to review their writing with them.
		1. Have the student summarize the personal narrative they have written thus far.
		2. Ask the student if they have added any similes into their writing. If so, review the similes they have written and make sure they are correctly written and in a good spot in their paper.
		3. If the student has not written any similes, encourage them to write one and insert it into their narrative.
3. **Assessment**
	1. You will be able to determine that the lesson was successful if the students are able to identify and write two similes into their personal narratives.
	2. Students will be able to use this tool to make their writing more descriptive with the use of figurative language.
	3. The students will be informally assessed when they are putting their thumbs up to answer a question and participating in turn and talk with a classmate.

References

Yolen, J., & Schoenherr, J. (1987). *Owl Moon*. New York: Phloem Books.