**Lesson Plan: Writing Mini-Lesson Metaphors**

**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 be able to write three metaphors that relate to their personal narrative and add one into their writing.

**Materials:** *White Snow, Bright Snow* by Alvin Tresselt

White Board and Markers

Student’s personal narrative

**Procedure:**

1. **Lesson Introduction/Objective and purpose:**
   1. “Writers, Today we are going to learn about how to write metaphors to add into your personal narratives. Can anyone tell me what a metaphor is? If you know, please raise your hand high and quietly” (Allow a few students to provide an explanation or example for what a metaphor is)
   2. **“** We are going to take a look at one of my favorite books called *White Snow, Bright Snow* that was written by Alvin Tresselt. I love the illustrations and use of metaphors in his book*.* Has anyone ever read or seen the book *White Snow, Bright Snow*? If you have, please give me a thumbs up”
2. **Teach and model:**
   1. Read a section from *White Snow, Bright Snow* that includes a metaphor. After you read the metaphor, write the metaphor on the board for the students to see.
      1. “The snow filled the cold tree branches with great white blossoms.”
   2. Explain to the class that the author is comparing two unlike things. The snow on the tree branches to the great white blossoms
   3. Write the definition of a metaphor on the board to remind students what a metaphor is
      1. A word or phrase that is used to make a comparison between two people, things, animals, or places
3. **Guided Practice:**
   1. Demonstrate to the students a metaphor I would write in my own personal narrative that I wrote previously. “Using my own personal narrative that I wrote a few days ago about the cake at my birthday party, I could write a metaphor about the taste of the cake when I was describing it. For example I could write…”
      1. The cake is a slice of heaven, and my taste buds celebrate each bite.
   2. Review with students what was being compared.
      1. The cake to heaven
   3. “Writers, I now want you to think of your own example of a metaphor. 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 students to share the metaphor they have created by turning and talking to a partner.
4. **Independent Practice:** 
   1. Allow students to share what they have learned today. “Before you go back to your desks to begin writing your metaphors, I would like you to share what you have learned today and how it is important to your everyday writing. Can anyone tell me something they have learned today and what it is important to your everyday writing?”
      * 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 seat and write three metaphors about the topic you are writing your personal narrative. Once you have those written down, choose one of them to write into your personal narrative.”
   3. “If you do not have enough room in your personal narrative, you can draw an arrow to where you would like to write it and write the metaphor 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 metaphors. I am extremely eager to see all of the amazing metaphors you write today!”
5. **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 based upon who needs more work with metaphors and assist them in writing their metaphors
      1. Have them brainstorm a piece of their personal narrative they can write three metaphors about.
      2. On a post it, have them write a metaphor to share with the group before they add it to their writing.
      3. Allow students to write the metaphor 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 metaphors into their writing today. If so, review with the student the three metaphors they wrote and the one they chose to put into their writing.
      3. If the student has not written any metaphors, encourage them to write one and insert it into their narrative.
6. **Assessment**
   1. You will be able to determine that the lesson was successful if the students are able to write three metaphors regarding their topic of their personal narrative, and insert one into their narrative.
   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

Tresselt, A., & Duvoisin, R. (1988). *White snow, bright snow*. HarperCollins.