

A stylized, colorful illustration of a landscape. The foreground features rolling green hills with dark brown soil. On the left, there is a green tree, a purple flower, and an orange flower. A small red bird is flying in the sky. The background consists of layered blue and white hills under a light blue sky.

Unit 1, Lesson 10

Personal Narratives



LESSON AT A GLANCE

	Grouping	Time	Materials
Language (40 min.)			
Introduce Similes and Metaphors	Whole Group	25 min.	<input type="checkbox"/> Activity Page 10.1 <input type="checkbox"/> Projection 10.1
Simile Bee	Small Group	15 min.	
Reading (25 min.)			
“Star Patient Surprises Everyone”	Small Group	10 min.	<input type="checkbox"/> Reader <input type="checkbox"/> Activity Pages 10.2, 10.3
Similes and Metaphors	Independent	15 min.	
Writing (25 min.)			
Write Similes and Metaphors	Independent	10 min.	<input type="checkbox"/> Activity Pages 8.4, 10.4, 10.5
Write a Body Paragraph	Independent	15 min.	

Lesson 10

Common Core Standard L.4.5a Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

W.4.3b. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

Objective: I can identify and explain similes and metaphors.

I can interpret and analyze a simile or metaphor from the text.

I can include similes or metaphors in my personal narrative.

VOCABULARY

Core Vocabulary

jubilantly, adv. joyfully

heralded, n. announced

Literary Vocabulary

simile, n. a literary device that compares things using *like* or *as*

metaphor, n. a literary device that compares things like a simile, but without using *like* or *as*

Language

(40min total.)

Common Core Standard L.4.5a Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

Objective: I can identify and explain similes and metaphors.

Introduce Similes and Metaphors (25 min.)

1. The next few lessons will focus on writing interesting and informative details. •
2. You have already worked on using sensory language.
3. Another way to make descriptive language vivid is to use similes and metaphors.

Projection 10.1

1. Let's look at the meaning of similes and metaphors.
2. Let's look at each one. Can you explain what is being compared?

> Projection 10.1

simile, n. a literary device that compares things using *like* or *as*

metaphor, n. a literary device that compares things without using *like* or *as*

Similes

The flower is pretty as a picture.

The carpenter is strong as an ox.

The bed is hard as a rock

The baker works like a dog.

My brother and I fight like cats and dogs.

When I'm sick, I eat like a bird.

The puppy sleeps like a log.

The teacher is sharp as a tack.

Metaphors

The responsibility for keeping track of the money was a weight on her shoulders.

The toddler was a hurricane in the playroom.

The sound of the rain was footsteps on the roof.

Activity Page 10.1

1. Let's read the directions.
2. Complete the chart on your own.
3. When done, read an AR book at your level or develop 3 similes to explain some aspect of your life.

Now that you've practiced explaining similes and metaphors, work on some yourself. Complete the chart below. For items 2–4, explain the similes and metaphors.

For items 5–9, fill in the blanks to complete the similes and metaphors and explain your choices. For items 10–11, complete the comparison in the middle column, then write the simile or metaphor. Row 1 has been completed as an example.

Simile or metaphor	What is being compared?	What does the simile or metaphor mean?
1. the laundry piles were a mountain around my bed	laundry and a mountain	the laundry piles were tall, like mountains
2. the kitten's fur was like velvet		
3. the chocolate and peanut butter were a party in my mouth		<i>eating chocolate and peanut butter is fun and enjoyable</i>
4. "my blue skirt popped up and down as if jumping beans lived in my leg" (from <i>Small Steps</i> , Ch 1)	<i>the movement of her skirt and of jumping beans</i>	
5. the rocket is fast as ____		
6. the process is slow as ____		
7. the cheese is hot as ____		
8. the snow is cold as ____		
9. the concert is as crowded as ____		
10.	the cheese on top of pizza and ____	
11.	the cafeteria at lunch time and ____	

Let's Share

15 min

1. I will divide you into groups of 3 or 4.
2. You will have 5 minutes to write down as many common similes as you can.
3. Each group should share and explain one simile from your list.

Check for Understanding

Being with you “is pure heaven” and
teaching you “is like a dream come true.”

Analyze these similes and metaphors. What
do I mean?

Reading

25 min total

RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Objective: I can interpret and analyze a simile or metaphor from the text.

“Star Patient Surprises Everyone”

25 min.

1. I will divide the class into groups of five to read, “Star Patient Surprises Everyone,” Part 1, from *Small Steps*. (Reader pages 32–36)
2. I will assign students the roles of Narrator Peg, Young Peg, Tommy, Nurse, and Dr. Bevis.
3. You should read the dialogue of the character you’ve been assigned. The text that is not in dialogue should be read by Narrator Peg.
4. Look for one simile and one metaphor in the reading.

Practice - Activity Page 10.2

15 min.

1. Let's read the directions.
2. Complete on your own.
3. If finished, read an AR book.

Similes and Metaphors in *Small Steps*

Answer the following questions about a simile and metaphor in *Small Steps*.

1. A. Identify a simile in the reading.

B. What is being compared?

C. Explain the simile.

2. A. Identify a metaphor in the reading.

B. What is being compared?

C. Explain the metaphor.

Share Out!

- I will ask one group to read the text aloud to the class (through Dr. Beavis's line "she is going to be thrilled"), taking the same roles they took earlier.
- What sticks with you most about the passage? What are the most interesting and vivid details? How do they help the reader understand the narrator's experience?

Discussion Questions

1. What words or phrases help the reader understand what an exciting experience this was for the narrator?
2. What words or phrases help the reader understand how excited Tommy and Dr. Bevis were?
3. Now, please go to Activity Page 10.3 Answer the first two questions independently.
4. I will ask several students to share answers. We will then add the main event(s) to the Small Steps class timeline.

Activity Page 10.3

- Complete number 3 with your group.
- Each group needs 2-3 details.
- If finished, read your AR book.

Check for Understanding

- Rewrite one of the details you recorded in Activity Page 10.3 as a simile or a metaphor.

Writing

30 min. total

W.4.3b. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

Objective: *I can include similes or metaphors in my personal narrative.*

Write Similes and Metaphors 10 min

Look at the personal narrative planner you completed on Activity Page 8.4.



Today, you will pick up where you left off in the previous lesson. The portion of the narrative you write today should include at least half of the remaining events.

Event							
Major characters and the trait(s) displayed							
Physical actions not already listed in the event							
Important objects and details about them							
Other sensory or descriptive details							
Narrator's feelings							
Dialogue or quotes							

Check for Understanding

- Before you begin writing, look at your introduction you wrote on Activity Page 9.3. How does today's writing connect to the introduction?

Write a Body Paragraph

15 min.

1. Let's share a few of your similes or metaphors!

2. Now, let's go to Activity Page 10.5 to continue writing your narrative you already started.

3. Complete on your own. If finished, read an AR book.

Write a Body Paragraph

Continue writing your personal narrative, using the events and details in your personal narrative planner (Activity Page 8.4) as a guide.

As you write, think about how to develop your events using specific details, such as description and dialogue, to help the reader really imagine what your experience was like.

Include in your narrative at least one of the similes or metaphors you brainstormed earlier.

Reflection

- *What did you learn today?*

Congratulations on completing half of your personal narrative essay! Writing interesting and provocative details is important both for clearly expressing yourself and for drawing your readers into the narrative. You will continue to work on improving the details you write throughout this the unit.