



# Using Words and Images to Interpret and Create Metaphor

## Grade 4

### English Language Arts

#### Unit summary:

This two-week unit is an introduction to understanding and making metaphorical comparisons. Students read simple metaphor poems with images added, add images to given metaphor poems, and finally write their own metaphor poems and add images. For their culminating performance, students exhibit their poem with images for an audience, either physically or digitally. This unit is best done in/with computers for accessing images, using safe search sites, and presenting original metaphor poems to an audience.



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Stage 1 Desired Results			
<b>ESTABLISHED GOALS</b> <b>G</b> <b>RL.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  <b>L.4.5a</b> Explain the meaning of simple similes and metaphors in context.  <b>W.4.3a*</b> Write stories, poems, and scripts that use foreshadowing, similes, and/or metaphors. *MA addition to CCSS  <b>SL.4.5</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	<b>Transfer</b>		
	<b>Students will be able to independently use their learning to...</b> <b>T</b>		
	Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes.		
	Communicate ideas effectively in writing to suit a particular audience and purpose.		
	<b>Meaning</b>		
	<b>U</b>	<b>Q</b>	
	<b>UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>
	<b>Students will understand that...</b>		
	Efficient readers look for explicit and implicit meaning as they read various kinds of texts (words and images).	What is a metaphor?	
	Writers use metaphor to convey meaning that goes beyond the literal.	How does a metaphor add meaning to a text?	
	Relevant images and voice enhance the meaning of a text.	How do visual images help us understand the meaning of metaphor?	
		What is free verse?	
		How can we put together visual images and voice to help us present our metaphor poem?	
	<b>Acquisition</b>		
	<b>K</b>	<b>S</b>	
	<b>Students will know...</b>		<b>Students will be skilled at...</b>
	Relevant vocabulary (metaphor, word equation, image, extended metaphor, free-	Identifying the two things being compared, especially with text and images as support.	



	<p>verse poem)</p> <p>That comparing unlike things can provide meaning in a poem.</p> <p>That an image can enhance a comparison of unlike things.</p> <p>That adding audio and visual displays enhances the presentation of a poem.</p>	<p>Identifying a free-verse poem as one with structure but no set rhythm or rhyme.</p> <p>Using relevant images (pictures, drawings, photos) that enhance a verbal comparison of two things.</p>
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**Stage 2 - Evidence**

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
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<p>Understanding of metaphor, use of language, and use of visual materials</p>	<p><b>CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS) PT</b></p> <p>This year your school’s annual end-of-the-year celebration is entitled, “Constructing Meaning.” Your classmates and you are each asked to submit an original free-verse metaphor poem with one or more images that clearly connect the things being compared in the poem.</p> <p>Here are the steps of the project:          After doing the lessons in the unit, write a free-verse poem comparing two things in multiple ways. This poem can be composed of one or more sentences. One possible form is having the title of the poem one of the things being compared and the lines of the poem describing the other thing as if it were the title item. (Examples of this form are found in the lessons.)</p> <p>Then find one or more images to use that help make your metaphor clear. You may be able to use Clipart, use photographs you take with a camera, or scan and insert pictures from a magazine or other print source. Or, you may draw or cut out pictures to put on a poster entry, depending on the resources you have at hand and your teacher’s direction. What’s important is that you use pictures to help make the metaphor clear.</p> <p>If you work digitally (using PowerPoint or other appropriate slide or even digital movie</p>
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	<p>program), you should record your voice reading the poem at an appropriate pace and with expression and intonation that helps your audience of students and parents understand and enjoy the poem. If not, you will read your poem aloud with expression and pacing as visitors come to your station at the exhibit.</p> <p>Prepare to explain the metaphor you created and the connections you made to your audience.</p> <p>You will practice your presentation in front of your classmates and then before another class before the exhibit.</p>
	<p><b>OTHER EVIDENCE:</b> <span style="float: right;"><b>OE</b></span></p> <p>In their journals, students write answers to various questions on most days, ensuring that all students respond to the questions. They also write, “word equations” that demonstrate understanding of metaphors in given poems. Journal work is assessed for understanding, insight, and eventually, in final drafts, for formatting and conventions. Journals may be in any form, including digital documents in a folder accessible to the teacher.</p> <p>Students gather images to enhance the meaning in metaphor poems given to them.</p> <p>Students demonstrate connections for a metaphor by finding further comparisons within a poem.</p> <p>Students write a free-verse (sentence-based) poem with a metaphorical comparison at its foundation and several connections between the things being compared. This poem will be assessed for student knowledge and skill based on a rubric (attached) and the standards laid out in the unit.</p> <p>Students demonstrate understanding of the vocabulary listed in the Knowledge section of the unit in a matching exercise/quiz.</p>



**Stage 3 – Learning Plan**

***Summary of Key Learning Events and Instruction***

Lesson 1: Interpreting “Unfolding Bud,” a poem by Naoshi Koriyama  
Lesson 2: Writing Word Equations from Short Metaphor Poems  
Lesson 3: Connecting Images with Text to Create Comparisons  
Lesson 4: Comparing Things to Animals  
Lesson 5: Comparing Ourselves to Things  
Lesson 6: Creating Free-Verse Metaphor Poems  
CEPA: Presenting an Original Metaphor Poem with Images and Voice

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# Using Words and Images to Interpret and Create Metaphor

## English Language Arts, Grade 4

### Lesson 1

#### Interpreting “Unfolding Bud,” a poem by Naoshi Koriyama

**Brief Overview:** Students listen to and read the poem and answer text-dependent questions, writing in informal journals and aloud, to uncover the metaphorical meaning in the poem.

**Prior Knowledge Required:** Some experience with similes (making comparisons between unlike things using specific signal words);

**Estimated Time:** 45 minutes

**Resources for Lesson:** Hard copies of the poem, “Unfolding Bud” by Naoshi Koriyama (attached) and the poem projected for class if desired.

Student journals (small booklets to be kept throughout the unit, a section of a binder, or other appropriate location)



**Content Area/Course:** ELA Grade 4

**Unit:** Using Words and Images to Interpret and Create Metaphor

**Time (minutes):** 45 minutes

**Lesson 1:** Interpreting “Unfolding Bud,” a poem by Naoshi Koriyama

**Overview:** This lesson introduces metaphor, the application of a word or phrase to something that is unlike it in a literal sense. The poem is built on the comparison of a poem’s meaning unfolding like the petals of a flower, layer after layer as one reads and thinks about its meaning.

By the end of this lesson students will know and be able to:

Identify the metaphors in and explain the meaning of the poem, “Unfolding Bud” by Naoshi Koriyama, and explain a way the figurative language helps create meaning in the poem.

**Essential Question addressed in this lesson:**

What is a metaphor?

How does a metaphor add meaning to a text?

**Standard(s)/Unit Goal(s) to be addressed in this lesson**

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

L.4.5a Explain the meaning of simple similes and metaphors in context.

**Instructional Resources/Tools**

Massachusetts Department of Elementary and Secondary Education, October 2012

Copies of the poem, “Unfolding Bud” by Naoshi Koriyama, attached

Images of flower buds and blooms, if possible

Student journals

Sample simile poems, attached

Anticipated Student Preconceptions/Misconceptions

Students may think of poems as simply humorous ditties (jump rope rhymes, silly poems), or that they should understand a poem the first time they read or hear it.

Students may not know the meaning of several words in the poem – see footnotes at end of poem.

At first, students will not necessarily understand the meaning of the poem and of its figurative language.

Instructional Model

Direct instruction and discussion with repeated readings of the poem; journal response by individual students to teacher questions; group discussion of meaning, citing evidence in the text and through inferences.

Instructional Tips/Strategies/Suggestions:

Preview the poem personally by reading it several times and answering the questions before presenting the lesson.

More similes are readily available on the web. See Audrey Woods’ *Quick as a Cricket* or other texts as well for poems with similes. See end of lesson for three simile poems.

If possible, project an image of a bud on a digital screen to support student understanding and reflection.



Pair students who have stronger oral reading skills with others who need help so that all students can hear the poem read well in step 5. Pair any vision-impaired student with a sighted student in order to explain the image provided.

As an extension, students with Internet access might try substituting their own images of another multi-layered thing (e.g., an onion, leaves in the woods, leaves of paper in a book...) and discuss any differences they find.

For information on the unit words and explanations, see the matching exercise at the end of lesson 6.

#### Pre-Assessment

None

#### What students need to know and are able to do coming into this lesson (including language needs):

Students who have experience with similes will more easily use that learning to understand the meaning of the metaphor poem.

#### Lesson Sequence

This is a lesson requiring reading and rereading closely that focuses on the meaning metaphors bring to text.

1. Looking at or listening to several similes (e.g., “The night was as dark as a tomb,” etc.), ask students what two things are being compared in each. (See end of lesson and tips section for resources.)
2. When students are comfortable, ask them what similes are/do and lead them to the understanding that similes compare two things that are not alike and use words such as *like* and *as*. Tell them that metaphors also compare things, but they are more of a puzzle since they do not use particular signal

words. Put *Simile* and *Metaphor* on the board or a wall for review through the unit.

3. Distribute “Unfolding Bud,” attached. Have students consider the title and the image: “What is a ‘bud’?” (Point to the bud in the picture.) Pair any vision-impaired student with a sighted student. “When does a bud open?” and “What does a bud become after it opens?”
4. Help students read and consider the meaning of the two words in the footnotes. Then read the poem aloud with clear intonation and good pacing. Pause and read it aloud again.
5. Students write in journals answers to the questions, “What is the author telling us about a flower? What is she saying about a poem?” “How is the flower opening up like a poem?”
6. Have students read the poem to a partner and then listen to the partner read it. Have them discuss: “Where is a simile in the poem?” (Stanza 2) “What is the author telling us in it?”
7. Have students add any new ideas on the same questions in their journals.
8. Students discuss: “How does the image of the flower opening and the poem unfolding help us understand what the author is saying?” “What would the poem say without the metaphor?”
9. Check student journal entries for understanding of: “How would the poem work without the metaphor?” or other question on the role of the metaphor in describing making meaning in a poem.

## Resources for Lesson 1

“Unfolding Bud” by Naoshi Koriyama

(published by The Christian Science Publishing Society in The Christian Science Monitor 1957)

One<sup>1</sup> is amazed  
By a water-lily bud  
Unfolding  
With each passing day,  
Taking on a richer color  
And new dimensions<sup>2</sup>.

One is not amazed,<  
At first glance,  
By a poem,  
Which is as tight-closed  
As a tiny bud.

Yet one is surprised  
To see the poem  
Gradually unfolding,  
Revealing its rich, inner self,  
As one reads it  
Again  
And over again.

<sup>1</sup>one – a person; anyone

<sup>2</sup>dimensions – sizes, features



Figure 1 two water lily blooms



## Sample Simile Poems

### The Star

“Twinkle, twinkle little star,  
How I wonder what you are  
Up above the world so high,  
Like a diamond in the sky.”

From Nineteenth-century English poem, “The Star” by Jane Taylor

<http://www.poetryfoundation.org/poem/174583>

“Friends are like chocolate cake

You can never have too many.

Chocolate cake is like heaven -

Always amazing you with each taste or feeling.

Chocolate cake is like life with so many different pieces.

(author unknown. <http://examples.yourdictionary.com/examples-of-simile-poems.html>)

### My Cat

Eyes like a green-yellow crayon,  
Almost as bright as a ripe orange.

My cat rules my heart and my actions.

I am as a puppet on strings

When he purrs against me

Like I am a warm blanket heating him in the cold.

<http://www.mywordwizard.com/simile-poems.html>



# Using Words and Images to Interpret and Create Metaphor

## English Language Arts, Grade 4

### Lesson 2

#### Writing Word Equations from Short Metaphor Poems

**Brief Overview:** Using selected short metaphor poems (attached), students write a “word equation” for each metaphor, identifying the two things being compared in each.

**Prior Knowledge Required:** Students have completed lesson 1.

**Estimated Time:** 45 minutes

**Resources for Lesson:** Printout/digital projection of three short poems with images, attached; “Unfolding Bud” handout from lesson 1; student journals



**Content Area/Course:** ELA Grade 4

**Unit:** Using Words and Images to Interpret and Create Metaphor

**Time (minutes):** 45 minutes

**Lesson 2:** Writing Word Equations from Short Metaphor poems

**Overview:** This lesson offers students opportunities to deepen their understanding of metaphorical comparisons. Using selected

*By the end of this lesson students will know and be able to:*

Identify two things being compared in the three poems, each of which having a picture with it, and write a “word equation” naming the two things, (e.g., flower = poem from lesson 1).

**Essential Question addressed in this lesson:**

What is a metaphor?

How does a metaphor add meaning to a text?

How do visual images help us understand the meaning of metaphor?

**Standard(s)/Unit Goal(s) to be addressed in this lesson:**

**RL.4.1**

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

**L.4.5a**

Explain the meaning of simple similes and metaphors in context.

**Instructional Resources/Tools**

Printout/digital projection of three short poems with images, attached. Possibly, more images of mustaches may be desired in step 3 of the lesson. “Unfolding Bud” from lesson 1.

Student journals

Anticipated Student Preconceptions/Misconceptions

Students may think of “equation” only in the quantitative sense and need time to shift their thinking.

Instructional Model

Direct instruction and discussion with repeated readings of the poems; journal response by individual students to teacher questions; group discussion of meaning, citing evidence in the text and through inferences.

Instructional Tips/Strategies/Suggestions:

Responses to student journals must be completed.

Direct Instruction: Review of lesson 1 terms, and introduction of “word equation” and “extended metaphor” (multiple connections/reasons for main metaphor), Discussion; journal responses

Pair any vision-impaired student with a sighted student in order to explain the image provided.

Pre-Assessment

Review of meaning of Simile and Metaphor (as far as it goes for the latter)



What students need to know and are able to do coming into this lesson (including language needs):

See pre-assessment, review of footnotes of poem and things being compared in lesson 1

### **Lesson Sequence**

1. Distribute journals you have responded to from lesson 1.
2. Have students review the terms “Simile” and “Metaphor” recorded on the board or wall from lesson 1, and ask the meanings of “one” and “dimension” from the poem in lesson 1. Have students reread their journal entries and ask what the poet is saying about reading a poem.
3. Distribute, and project if possible, the first poem, “Houses,” by Aileen Fisher (see attached). Ask students to look at the image, pairing any vision- or hearing-impaired student with a sighted student, and look at the numbered footnotes at the bottom, and read footnotes aloud to them for clarity. Discuss and/or show images of mustaches if desired or needed.
4. Read the poem aloud several times. Ask students to think about what the author is telling us. Read the poem aloud again.

5. Have students write in their journals to explain what they think the author is telling us. What are the two things being compared in the poem?
6. Write the stem of a “word equation” for the overall metaphor in the poem on the board: houses = faces. Put the phrase “Word Equation” with the two terms from lesson 1 (simile, metaphor) on the board/poster/wall.
7. Ask students what the evidence is for their interpretation. Below the equation, write some of the connections as equations. (These comparisons extend the metaphor, making it more meaningful.)
8. Have students write the poem title and the poem’s word equation in their journals and list the connections they see between the things being compared below it.
9. How does an image help us understand the meaning of the poem? Discuss. How do the following equations/connections make the poem’s meaning stronger?
10. Repeat steps 3-9 with “The Rhino,” (see attached). This comparison is a bit more difficult, since the snowplow is never named, but the images attached to the poem should make the equation plausible for students to write.
11. Repeat steps with “School Circus,” with students working independently after reading the poem aloud several times

## Resources for Lesson 2

“Houses” by Aileen Fisher

(from *Up a Windy Hill*, by Aileen Fisher, 1953. **Publisher:** Abelard Press/Scott Foresman; First Thus edition (1953) **ASIN:** B000J4Z2CI

Houses are faces  
(haven't you found?)  
with their hats in the air,  
and their necks underground.

Windows are noses,  
windows are eyes,  
and doors are the mouths  
of a suitable<sup>1</sup> size

And a porch – or the place  
where porches begin –  
Is just like a mustache<sup>2</sup>  
shading the chin.

1 suitable: useful

2 mustache: hair on upper lip



blue house with door, windows, and porch 1



"The Rhino" by anonymous

(as part of a poetry workshop for Weston Public Schools, Weston, MA, 1969)

The rhino<sup>1</sup> grunts down Johnson Road  
Pausing, pushing, roaring, shoving.  
Its head is down, its pointed horn  
Aimed at the ground.  
It charges onward through the storm.



**Snowplow working 1**



**rhinoceros running 1**

Look at the track it made in the snow.

1 short for rhinoceros, native to Africa or Asia



"School Circus" by anonymous  
(as part of a poetry workshop in Weston Public Schools, Weston, MA, 1969)

Obedient to their trainers,  
Nose to tail, the elephants  
Plod around the ring.



An audience of children  
Watch to see them lumber up.

**school buses lined up in one row 1**

The announcer calls each name.

The children shout, break free,  
Rush to their yellowed sides.

Twice a day they do their act.



# Using Words and Images to Interpret and Create Metaphor

## English Language Arts, Grade 4

### Lesson 3

#### Connecting Images with Text to Create Comparisons

**Brief Overview:** Students identify two things being compared in a short metaphor poem, then draw or find an image that shows one thing in the metaphor.

**Prior Knowledge Required:** Completion of lesson 3, explanation of how a thing and an animal are alike with a word equation and at least several connections or reasons for the comparison.

**Estimated Time:** 45 minutes

**Resources for Lesson:** Lessons 1-2; student journals with teacher responses complete; “Adding Images to Metaphor Poems” exercise, attached; computer lab access preferable in order to efficiently search for images (see Tips for safe-search information)



**Content Area/Course:** ELA Grade 4

**Unit:** Using Words and Images to Interpret and Create Metaphor

**Time (minutes):** 45 minutes

**Lesson 3:** Connecting Images to Text to Create Comparisons

**Overview:** Students read two short metaphor poems that name one thing in the title and describe another thing in the body of the poem. They draw or find pictures (online preferably, or in magazines or with cameras) that show the things being compared.

By the end of this lesson students will know and be able to:

Explain orally the comparisons these short metaphor poems make and how the image(s) they found help make the comparison.

**Essential Question addressed in this lesson:**

How does a metaphor add meaning to a text?  
How do visual images help us understand the meaning of metaphor?

**Standard(s)/Unit Goal(s) to be addressed in this lesson (type each standard/goal exactly as written in the framework):**

**RL.4.1**

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

**L.4.5a**

Explain the meaning of simple similes and metaphors in context.

**Instructional Resources/Tools (list all materials needed for this lesson)**

Previous lessons and journals (with teacher responses)  
“Adding Images to Metaphor Poems” exercise, attached  
If possible, access to images from digital file created prior to the lesson or access to safe-search images online (see below for tips).

Anticipated Student Preconceptions/Misconceptions

None

Instructional Model

Review of lesson 2 as needed and instructions for lesson 3 exercise; computer lab use if possible for accessing, downloading and inserting images into the exercise (or use of magazines, cameras, other means of showing pictures)

Instructional Tips/Strategies/Suggestions:

Responses to student journals must be completed; Plan access to pictures/images, preferably on the web (see lesson 3 safe search tips).

Use a computer lab if possible. Safe online search routine suggestions: Google’s Advanced Search menu offers Safe Search and Usage Rights links; <http://www.pics4learning.com/> (free copyright-friendly images by category for education); [www.morguefile.com](http://www.morguefile.com) (public image photos by category). Speak with your IT specialist for further local information.



### Pre-Assessment

If using computers, work with the understanding that students can download and insert an image into a text box in a digital version of the exercise.

### What students need to know and are able to do coming into this lesson (including language needs):

Continual review of unit terminology on board/wall, as needed.

Access to exercise digitally, use of online tools, safe access to images, ability to download and insert images, if possible.

Access to drawing tools and/or magazines that can be cut up, if online access is not possible.

### Lesson Sequence

1. Review previous lesson concepts and vocabulary, as needed, including having students read journal entries and other students paraphrasing or adding their thoughts.
2. Distribute hard copies of exercise, "Adding Images to Metaphor Poems" and project on screen if at all possible.
3. Have a student volunteer lead a discussion of the poem, first reading it several times and then having the student ask others to give the word equation for the first poem, "A Modern Dragon." (train = dragon) Then have students identify connections the poet makes between them to extend the

metaphor (roars = train whistle blows, tail = cars of train in a line, yellow eye = headlight, earth trembles = shaking of earth from train/fear of dragon). Have students answer the questions at the end of the poem in their journals individually and then share ideas aloud in the whole group.

4. Teacher should present the discussion of "Apartment House." This poem is more difficult because of its vocabulary. Perhaps students will need some discussion of words such as "swarm" and "towered" as well as the footnoted "comb" (apartment house = bee hive; filing cabinet = tall building, people swarm = bees swarm – note simile, tunneled hive = each apartment is inside the building, towered comb = many floors of homes)
5. Next, students will search for images that show the comparisons in the poems, choosing those that best show the connections made in the poems. Finding two images will produce a variety of metaphorical pairings that may lead to interesting discussion. (Some images will show fewer connections than others.)
6. If using digital files, students download images to a folder and then insert them into the text boxes provided next to each poem. If using hard copies only, students will draw or cut out (or show) pictures from hard copy sources.
7. Students present their images with the poems and give reasons for having chosen these particular images – the details that make the metaphor and extensions clearest. As they present, teacher should reinforce use of the words that are difficult, especially in "Apartment House," and the term, "extended metaphor."



## Resources for Lesson 3

### Adding Images to Metaphor Poems

Download, draw, or cut out images that show the two things being compared in each poem. Cite the source for each image.

A Modern Dragon (from Songs from Around A Toadstool Table by **Rowena Bennett**. Copyright © 1967 by **Rowena Bennett**)

by Rowena Bennett

A train is a dragon that roars through the dark.  
He wriggles his tail as he sends up a spark.  
He pierces the night with his one yellow eye,  
And all the earth trembles when he rushes by.



In your journal, answer the following:

1. What is being compared in this poem?
2. What are the connections being made? Can you think of other similarities?



By Gerald Raftery (from Reflections on a Gift of Watermelon Pickle... and other modern verse, Lothrop, Lee and Shepard Co, NY, 1967. Poem published in the New York Sun, permissions from Communications Advisors, Inc.)

A filing cabinet of human lives

Where people swarm like bees in a tunneled hive,

Each to his own cell in a towered comb<sup>1</sup>,

Identical and cramped – we call it home.



<sup>1</sup> honeycomb

In your journal, answer the following:

1. What is being compared in this poem? (look at line 2 especially)
2. What are the connections being made? Can you think of other similarities?



# Using Words and Images to Interpret and Create Metaphor

## English Language Arts, Grade 4

### Lesson 4

#### Comparing Things to Animals

**Brief Overview:** Students view an image of an inanimate object and create a word equation comparing the object to an animal.

**Prior Knowledge Required:** completion of lesson 2 and success with the idea that things can “equal” other things in some ways in order to make a worthwhile comparison.

**Estimated Time:** 45 minutes

**Resources for Lesson:** Student journals with teacher responses completed; Lessons 1-3; “Things Are Like Animals” exercise, attached; access to digital or hard copy images or photos.



**Content Area/Course:** ELA Grade 4

**Unit:** Using Words and Images to Interpret and Create Metaphor

**Time (minutes):** 90 minutes

**Lesson 4:** Comparing Things to Animals

**Overview:** In this lesson, students view a picture and fill in a “word equation” in order to compare the thing in the picture to an animal. Then they find as many connections as they can between the thing and the animal to extend each metaphor.

By the end of this lesson students will know and be able to:

Present one of their word equations from the list (or one they create themselves) and cite several connections between the thing pictured and the animal they chose for their word equation.

**Essential Question addressed in this lesson:**

How does a metaphor add meaning to a text?  
How do visual images help us understand the meaning of metaphor?

**Standard(s)/Unit Goal(s) to be addressed in this lesson:**

**L.4.5a**  
Explain the meaning of simple similes and metaphors in context.

**Instructional Resources/Tools**

Previous lessons and journals with responses.  
“Things Are Like Animals,” attached.

Computer access, exercise accessible in digital form (put file in student folders or in public folder for student use), if possible.  
See lesson 3 for safe search ideas.

Anticipated Student Preconceptions/Misconceptions

Students may have difficulty with the idea of comparing an inanimate thing with an animal.

Instructional Model

Modeling of first example in “Things Re Like Animals” exercise, then releasing students to complete as many examples on it as they can. Computer lab use, if possible, for accessing the exercise and online images, and for presenting student work. Discussion.

Instructional Tips/Strategies/Suggestions:

Responses to student journals must be completed. Doing one or two of the examples on the provided sheet will help students understand the idea of equating things and animals.

Pair any vision-impaired student with a sighted student in order to explain the image provided.

Pre-Assessment

Review of unit terminology as needed.

What students need to know and are able to do coming in to this lesson (including language needs): Students will present one of their equations and explain at least



several connections between the thing and the animal they chose. They will use the terms, “word equation” and “metaphor” in their explanation.

### **Lesson Sequence**

1. Distribute journals with your responses to student answers from lesson 2.
2. Ask students to define the terms on the board/wall and have students still unsure of them to repeat or paraphrase the answers other students give.
3. Review the word equations from lesson 2.
4. Distribute exercise, “Things Are Like Animals,” attached, either digitally or in hard copy and have a student read the directions aloud. Have another student paraphrase or explain the directions. Be sure students are clear on what they will do.
5. Pair any vision-impaired student with a sighted student in order to explain the image provided.
6. Model the exercise, going through the first example as shown and possibly doing one more with all students. Demonstrate asking yourself the questions at the top of the page as well as any other thinking processes that will help students to work on their own. If some are still stymied, bring them together to do one more.
7. Release them to work on their own. Answer individual questions (e.g., What is that thing?) and circulate continually while students work. Help them practice asking the questions that will create multiple connections (reasons for the comparison), to persist through the exercise and create at least one of their own comparisons.
8. Have students (in pairs?) draw, download (if Internet is easily accessed and the exercise is accessible digitally), or name other things and make new word equations on the back of the page, making as many connections as possible for each.
9. Each student (or pair?) chooses one equation, reads it aloud and explains the connections (reasons) for the comparison.
10. Have all students write in their journals: How does a verbal metaphor become clearer by using an image? How do connections (reasons) help make the metaphor stronger?
11. For an extension, have each student complete an original word equation and present a picture of the thing and the animal that shows the comparison.



## Resources for Lesson 4

Fill in the lines with answers to the question below and write one or more ways the two are somehow alike. Think of what they do, how move, their color, shape, how they are used, and what a bunch of them might look and act like. Do as many as you can. If you have computer access and time, download and insert an image of the animal you choose for one or more of your comparisons.

These things are like what animal? Use the questions above or compare parts of an item and an animal, as in the "Houses" example in lesson 2.

Example:



parachute = jelly fish

(because) umbrella shape on top, both float, long strings/tentacles below, and float downward. If they land too hard, they hurt!

**open parachute 1**



rubber band = \_\_\_\_\_

(because) -  
\_\_\_\_\_

**two rubber bands 1**



pocket knife = \_\_\_\_\_

(because) -  
\_\_\_\_\_

**knife open with many tools 1**

**RACE  
TO THE TOP**



**blue tea pot with  
handle and spout 1**

tea pot = \_\_\_\_\_

(because) -

\_\_\_\_\_



**red pickup truck 1**

truck = \_\_\_\_\_

(because) -

\_\_\_\_\_



**orange walking  
lawn mower 1**

lawn mower = \_\_\_\_\_

(because) -

\_\_\_\_\_

other: \_\_\_\_\_ = \_\_\_\_\_

(because) -

\_\_\_\_\_



# Using Words and Images to Interpret and Create Metaphor

## English Language Arts, Grade 4

### Lesson 5

#### What Kind Are You? Comparing Ourselves to Things

**Brief Overview:** Students fill in word equations, comparing themselves with objects and phenomena in the world, and establish connections between them.

**Prior Knowledge Required:** Concepts from lessons 1-4.

**Estimated Time:** 45 minutes

**Resources for Lesson:** Lessons 1-4; Lesson 5 exercise, attached, in hard copy and/or digital form; student journals



**Content Area/Course:** ELA Grade 4

**Unit:** Using Words and Images to Interpret and Create Metaphor

**Time (minutes):** 45 minutes

**Lesson 5:** What Kind Are You? Comparing Ourselves to Other Things

**Overview:** Students compare themselves to natural phenomena and familiar objects in the world, establishing multiple connections between them.

By the end of this lesson students will know and be able to:

Share at least one successful comparison between themselves and something else, citing multiple connections (reasons) for the comparison to extend the metaphor.

**Essential Question addressed in this lesson:**

What is a metaphor?

How does a metaphor add meaning to a text?

**Standard(s)/Unit Goal(s) to be addressed in this lesson:**

**RL.4.1**

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

**L.4.5a**

Explain the meaning of simple similes and metaphors in context.

**Instructional Resources/Tools**

Exercises from previous lessons, student journals, "What Kind Are You?" exercise (attached)

Anticipated Student Preconceptions/Misconceptions

Some students may continue to struggle with making comparisons between animate and inanimate things.

Instructional Model

Review of lessons 3 and 4; student review of comments in journals; individual student work on exercise; student sharing in groups and with whole class if time permits.

Instructional Tips/Strategies/Suggestions:

Responses to student journals must be completed. Here, students focus on themselves, which may mitigate some issues or lack of comfort for some. Have students return to the questions at the top of the lesson 3 exercise (parachute = jelly fish) and brainstorm these and new questions that help make reasonable connections between themselves and other things. It may be wise to pair some students to ask and answer the questions with and for each other.

Pre-Assessment

Teacher has read student journal entries and has identified those who need extra support.



What students need to know and are able to do coming into this lesson (including language needs):

Students need to have made one successful word equation and set of connections (reasons) in order to progress as they fill out the exercise.

### **Lesson Sequence**

1. Review lessons 3 and/or 4 by having several students explain what they did and read one of their equations and set of connections (reasons). Have students read journal comments.
2. Today's challenge is to use a similar format and compare yourself to other things and natural phenomena (events or situations).
3. Distribute and project, if possible, the exercise, "What Kind Are You?"
4. If needed, model teacher thinking on the first one (or an original question, e.g., "What kind of game are you?") and then have students work on the first

one, filling in the equation and connections. If desired, have several students share their answers to the first example.

5. While all students work on the rest of the exercise individually, circulate, asking further questions as needed to help students write as many connections as possible. Students draw simple sketches for one of the examples in their journals. Encourage students to create their own example(s) in their journals as well.
6. Have students share one or two of their examples with a partner or small group and get feedback for further ideas from them. Have them each add any appropriate ideas to their own work.
7. Have some students share their statements with the whole class if there is time.
8. Teacher should collect students' exercises to assess progress on making worthy comparisons and connections.



## Resources for Lesson 5

### What Kind Are You?

Fill in the word equation and list connections or reasons for your comparison. Stretch the truth if you want!

Example: What kind of weather are you like? I = windy day

(because) I run fast, my hair gets all messed up, I laugh a lot, and by night I am tired and slow down.

What kind of animal are you like? I = \_\_\_\_\_

(because) \_\_\_\_\_

What kind of flower are you like? I = \_\_\_\_\_

(because) \_\_\_\_\_

What kind of food are you like? I = \_\_\_\_\_

(because) \_\_\_\_\_

What kind of book are you like? I = \_\_\_\_\_



because \_\_\_\_\_

What kind of road or street are you like? I = \_\_\_\_\_

(because) \_\_\_\_\_

What color are you like? I = \_\_\_\_\_

(because) \_\_\_\_\_

Create other comparisons in your journal. For your favorite comparison, draw or download a picture of you as the object or situation in your journal. Be ready to share it.



# Using Words and Images to Interpret and Create Metaphor

## English Language Arts, Grade 4

### Lesson 6

#### Creating Free-Verse Metaphor Poems

**Brief Overview:** Students do a matching exercise on the vocabulary terms of the unit (see attached). Then they choose a metaphor from lessons 4 and 5 and rewrite it in short lines. Students revise wording and strengthen comparisons as needed after analyzing free-verse poems from lesson 1 and the second and third poems of lesson 2.

**Prior Knowledge Required:** Working knowledge of concepts in lessons 1-5

**Estimated Time:** 90 minutes

**Resources for Lesson:** Lessons 1-5; student journals; access to previous lessons, access to sample free-verse poems (see tools); projector and screen if possible, a digital or hard copies of “Fog” by Carl Sandburg, matching exercise, attached.



**Content Area/Course:** ELA Grade 4

**Unit:** Using Words and Images to Interpret and Create Metaphor

**Time (minutes):** 90 minutes

### **Lesson 6: Creating Free-Verse Metaphor poems**

**Overview:** Students choose a comparison from lessons 4 and 5 and rewrite it in lines. Students revise wording and strengthen comparisons as needed after analyzing free-verse poems from lessons 1 and 2.

*By the end of this lesson students will know and be able to:*

Explain attributes of a “free verse” poem and read one they have created that extends a metaphor.

#### **Essential Question addressed in this lesson:**

What is free verse?

#### **Standard(s)/Unit Goal(s) to be addressed in this lesson:**

##### **W.4.3a\***

Write stories, poems, and scripts that use foreshadowing, similes, and/or metaphors.

\*MA addition to CCSS

##### **L4.5a**

Explain the meaning of simple similes and metaphors in context.

#### **Instructional Resources/Tools (list all materials needed for this lesson)**

Previous lessons, particularly lessons 1 and the second and third poems of lesson 2. Journals. Online sources for free-verse poems, such as

<http://www.edu.pe.ca/stjean/playing%20with%20poetry/Hickey/freeexamples.htm> help as well. (A Google search will turn up others as well.)

#### Anticipated Student Preconceptions/Misconceptions

Students may still hold onto a notion that all poems rhyme and have a strict rhythm, making it a leap to write well-worded sentences to create a poem.

#### Instructional Model

Direct instruction, modeling/demonstration of free-verse metaphor poem analysis, students write and help others as needed, students read aloud and receive help from peers (if a familiar routine), students share with class.

#### Instructional Tips/Strategies/Suggestions:

Responses to student journals must be completed. Free-verse poems are poems with no set rhythm or rhyme pattern. They do have the familiar look of a poem with lines rather than words from margin to margin. They also might depend on repetition of words or phrases to create structure. The wording follows natural speaking patterns and may show regular grammatical conventions.

Work from the sentences students write from the exercises, encouraging concise wording and strong images first, then move to laying out the words on a page to make them look like a poem. If rhymes appear that enhance the metaphor or image, have students keep them.

#### Pre-Assessment

Previous journal entries have been read and responses been made. Identify students needing more support and ask them questions and/or suggest new wording to condense wording or strengthen connections where needed.



What students need to know and are able to do coming into this lesson (including language needs):

Students have written enough in previous exercises and in their journals that they have a reasonable choice of topics for writing their metaphor free-verse poem and attaching an image to it.

### Lesson Sequence

1. Review the term, “free-verse poem” and add it to the board/wall of unit words to know. Ask for student knowledge and ideas about the term.
2. Have students review the free-verse poems in this unit (lessons 1 and most of lesson 2), suggesting why these might be free-verse as opposed to rhyming, rhythmic poems. Add to the ideas, leading to the understanding that free-verse poems have a unity of form and clear, concise wording, but no regular rhyme or rhythm.
3. Distribute copies and project, if possible, Carl Sandburg’s poem, “Fog.” Read it aloud several times, pausing between readings, and then ask students to write the word equation for the metaphor in their journals. Discuss vocabulary that may be problematic (haunches). Have students act out the lines if time and interest allow.
4. Have students read it silently and name all the connections they can find that extend the metaphor. (fog = cat [why not a dog?]; moves silently – fog is silent, sits looking - fog stays, silent haunches – fog hangs quietly, moves on – fog disappears). Note the sounds /s/ and /f/, which suggest softness and silence, if appropriate for your students.
5. Review the way poems in the unit have been structured (short, meaningful lines; regular sentence structure and punctuation, some short sentences

with some longer ones) as well as how they present the metaphor (title is one of the things, while the description is of the other thing (“School Circus”); one stanza describes one thing, while the next stanza (or two) describes the other (“Unfolding Bud”; the title and description are of one thing, while the references are of the other (“The Rhino”). Students can choose any of these or another structure for their poem.

6. Model the process of creating a free-verse poem, telling students your thoughts as you go: write a comparison and connections on a page (project onto screen if possible), placing the equation on a line as the title (for now) and one connection (reason) on each line below that; then revise the wording so that it is more concise, more lyrical (alliteration and other techniques, if familiar, help make the wording sound poetic but is not necessary) and more clear. Writing from the first person as if you were the other thing/situation is one good recipe. Rewrite the lines as a poem.
7. Have students select a comparison and connections set from the lessons 4 or 5 exercises, or choose an original one written in their journals.
8. Have students follow the steps you demonstrated. Pairs or small groups might support writers as they refine their phrasing to sound like, depending on established classroom routines. Students should read and reread their wording, looking for ways to shorten phrasing and write bold images that enhance the comparison and extend the metaphor.
9. Students rewrite their poems in lines that follow a natural pause or phrasing that makes sense alone. Lines in the poem should look similar. Strong, concise description of one thing as another is an excellent goal for most students.



10. Students share their poems with a small group and/or the whole class and, if a familiar routine, students can comment on the strongest connection that creates the metaphor's meaning.

11. Review the meaning of "free-verse poem" and add ideas to the list on the board/wall chart.



## Resources for Lesson 6

Match the vocabulary term on the left with its best explanation/definition on the right:

Metaphor

Comparison of unlike things using *like* or *as*

Free verse

Comparison of two things using a mathematical symbol

Simile

Non-rhyming poem without regular beat of rhythm

Image

Picture

Word Equation

Comparison of unlike things with connections or reasons for the comparison

Extended metaphor

Comparison of unlike things without specific signal words



## **Curriculum Embedded Performance Assessment (CEPA) for Using Words and Images to Interpret and Create Metaphor**

Students prepare format and images for their poem and then present their metaphor poem to another class of students. They will demonstrate their understanding of metaphor through reading an original free-verse poem, enhanced with one or more visual images that extend the metaphor, and answering any questions about their poem.

In completing this performance assessment, students address these standards:

### **L.4.5a**

Explain the meaning of simple similes and metaphors in context.

### **W.4.3a\***

Write stories, poems, and scripts that use foreshadowing, similes, and/or metaphors.

### **SL.4.5**

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.



## **CEPA Teacher Instructions:**

This performance assessment will take three 45-minute periods. Tools needed are computers and software, access to the Internet for digital presentations; or poster paper and drawing/coloring/collage materials for hard copy presentations. The class needs access to another group of students for a dress rehearsal for a school wide exhibition at a later date.

### Anticipated Student Preconceptions/Misconceptions:

Use of computers and software always brings the potential for glitches; some students feel shy about reading in front of an audience, refining oral reading of poem for maximum effect and meaning may be difficult for individual students.

### Instructional Tips/Strategies/Suggestions:

Responses to student journals must be completed. If working digitally, students might choose to use PowerPoint, Photo Story, or other digital software, including iMovie, depending on resources available and existing expertise. If working with hard copy, students may create a poster with drawings and/or pictures from magazines or photographs.

Distribute or have students access on the computer the final version of their poem.

Students working gather all images they want to use, including the connecting comparisons as well as the main metaphor.

Students practice reading aloud to a partner, aiming toward an oral reading that is clear, paced well, and in which students demonstrate good expression.

Students working digitally practice and record their voices, reading their poems and timing their image changes to the words in their poems. Students working in hard copy practice reading their poem aloud with a partner as they indicate images that enhance the text. Students use a rubric to self-assess or peer-assess their work before the final rehearsal for the exhibit (at a later date).

When ready, students present their poems to another class (or have small groups of students present to several classes) and answer questions from the audience about it. An introduction to metaphor might need to be made before presentations are made.



## **CEPA Student Instructions:**

This year your school's annual end-of-the-year celebration is entitled, "Making Meaning." Your classmates and you are each asked to submit an original metaphor poem with one or more images that clearly connect the things being compared in the poem.

Here are the steps of the project:

Write a free-verse poem comparing two things in multiple ways. This poem can be composed of one or more sentences. The title of the poem is one of the things being compared and the lines in the poem describe the other thing as if it were the title item.

Then find one or more images to use that help make your metaphor clear. You may be able to use Clipart, photographs you take with a camera, or scan and insert pictures from a magazine or other print source. Or, you may draw or cut out pictures to put on a poster entry. What's important is that you use pictures to help make the metaphor clear.

If you work digitally (using PowerPoint or other appropriate slide or even digital movie program), you should record your voice reading the poem at an appropriate pace and with expression and intonation that helps your audience of students and parents understand and enjoy the poem. If not, you will read your poem aloud with expression and pacing as visitors come to your station at the exhibit.

Prepare to explain the metaphor you created and the connections you made to your audience.

You will practice your presentation in front of your classmates and then before another class before the exhibit.



### CEPA Rubric:

	1	2	3	4	5	6
Understanding of metaphor and use of language	<p>Little understanding of how metaphors work</p> <p>Little awareness of audience and/or task</p>	<p>Limited or weak understanding of how metaphors work</p> <p>Limited awareness of audience and/or task</p>	<p>Rudimentary understanding of how metaphors work</p> <p>Use of simple language to convey metaphor</p>	<p>Moderate understanding of how metaphors work</p> <p>Some variety in language to convey metaphor</p>	<p>Full understanding of how metaphors work</p> <p>Strong details and effective use of language to convey meaning of metaphor</p>	<p>Rich understanding of how metaphors work</p> <p>Rich and bold use of language to convey metaphor</p>
Use of visuals/media	<p>Visuals and/or media are missing or do not contribute to the quality of the poem</p>	<p>Visuals and/or media demonstrate a limited connection to the poem</p>	<p>Visuals and/or media are connected in a literal way to the poem and contribute to its quality</p>	<p>Visuals and/or media are well connected to the poem in a figurative way to the poem and contribute to its quality</p>	<p>Visuals and/or media contribute to the quality of the poem in an appropriate and imaginative way</p>	<p>Visuals and/or media are carefully and strategically selected to extend the metaphor of the poem</p>