

Grades: 6th-12th

*Adaptation: 3rd-5th

Mastering Metaphors

Common Core Standard(s): CCSS.ELA-LITERACY.W.3.D

Materials Needed: Device with internet access, student completed writing.

Class Objective: I can use figurative language to enhance the mood and emotion in my stories.

Lesson Plan

Day 1

1. Watch Melanie Jacobson's class "Mastering Metaphors." Around minute 28:30 Melanie Jacobson has you begin doing activities making metaphors. Do these activities along with the video—you can either choose to just talk it out loud or to write the ideas down. Pause, write, and share the metaphors written during each activity.

Day 2

2. On the first day students experimented with just the creation of metaphors for a purpose. Today they will use some of the other author's tools to help with their use of figurative language.
3. Students will choose a piece of writing they want to enhance with better figurative language. This is a website where you can copy and paste your writing and it checks it for figurative language use.
<https://figurativechecker.com/>
4. After they've ran their writing through the system, they will go back in and try to enhance their writing using one of the figurative language tools suggested by Melanie.
 - Personification
 - Simile
 - Analogy
 - Allegory
5. Remind them to focus on scenes where they want to emphasize high emotion or where the setting could connect the reader to the mood you want to convey.
6. Have them share some ways they changed or added to their manuscripts to enhance the mood or emotion.



SIMPLIFIED: **ALTERNATE ADAPTATION for younger audience:*

Tweens (ages 9-12):

Common Core Standard(s): CCSS.ELA-LITERACY.W.3.D

Materials Needed: Copies of the template 'The Color of Love Poem' for each student.

Class Objective: I can experiment with using metaphors to describe things.

****Note:** It isn't required for 3rd through 5th graders to use metaphors. This is why this lesson focuses more on experimenting with this kind of language.

ADAPTED LESSON PLAN:

Day 1

1. Watch Melanie Jacobson's class "**Mastering Metaphors.**" Choose to do a couple of the activities she suggests in the class.

Day 2

2. Read the book I Love You the Purplest. Here is the [YouTube Link](#) of the book being read aloud. Point out words or phrases the author used that were unique or interesting. Talk about how the color connection is what a metaphor really is. Today students will experiment with using metaphors to describe a feeling.
3. Share the student examples below (I've included 3rd, 4th, 5th grade examples)
4. Using the template on the next page, write a class poem together. (depending on grade level, you could shorten or lengthen the template)
5. Have them write a similar poem, either using the template or not (the examples below have been changed from the original template)
6. Take through revision, editing, and publishing. Remember that at this point It is okay for young writers to sometimes use cliches. Because to them, it isn't cliché. They don't have enough life experience to know this. Right now you just want them to grasp the concept of using metaphor.



I Love You the Yellowest

by Ben, 3rd grade poet

Mom, I love you the yellowest.
I love you like the very yellow bright sparkling sun.
I love you like the warm soft coat.
The super good report cards I get,
The very bright yellow daisies growing in our yard
The cute, soft yellow stuffed bear on my bed.
Mom, I love you the yellowest.

Rainbow

by Julia, fourth grade poet

I love you, Lucy, the blackest, the color of your fur and
the night sky.
I love you the brownest, the color of your ears and tail, the
color of the chocolate cake you so want so badly.
Lucy, I love you the whitest, the color of your stomach and
paws, the color of snow and puffy clouds.
I love you like a rainbow and your color.

The color of red velvet cake.
The color of mango.
The color of the sun.
The color of a deep green forest.
The color of the water you might unsuccessfully.
The color of the sky when the sun has just hit the horizon.

I love you, Lucy, the best dog. Ever!

I Love You the Purplest

by Maddie, fifth grade poet

I love you, Mom, the purplest.
I love you the color of a warm starry night,
The purple mountain majesty.
I love you the color of the soft mist of after rain.
The ripe, juicy bite of a plum,
The elegance of royalty,
The lilac bush waiting to be smelled.
I love you, Mom, the color of hope.



The Color of Love Poem

Name: _____

(an original lesson from the WritingFix website)

I love you, _____, the _____.
(who) (color word + est)

I love you the color of (3 descriptive examples)

_____.

I love you the color of (3 descriptive examples)

_____.

The _____
_____.

The _____
_____.

The _____
_____.

I love you, _____, the _____.
(who) (color + est)



CHALLENGE:

**EXTRA WRITING PRACTICE all ages (optional)*

Editing Skills:

For extra writing practice and to reinforce today's topic you may assign students to work, in class or at home, on a [writing prompt](#) or to continue working on a page/chapter of their own novel or short story, applying the key techniques learned today. Set a timer for at least 15-30 minutes and write nonstop.

The papers can then be exchanged with other students for peer review with specific attention focused on the topic of the day. (Independent study students can form online/in person writing clubs for this type of activity or exchange with sibling/parent/tutor) This will enhance editing skills while simultaneously further ingrain the lesson at hand. My Tech High Students can join the MTH Writing Club or start their own with friends they meet at STORY CON or on the moderated TABC discord discussion board or other safe writing community.

Revising Skills:

When the papers are returned, students have the opportunity of fine tuning the skill of taking feedback and applying it to revision and rewrite of their manuscript.

Group Discussion/Reflection:

After rough draft and final draft are returned it may be helpful to share what was most helpful or difficult about the feedback and how it may have helped to improve their writing. (Independent study can do this via online/Zoom chat or live in a writing club setting)

Extra Credit Opportunities:

Offer extra credit incentives to attend live [STORY CON](#) writing conferences or for submitting writing to be awarded and potentially published in the [TwEEN AUTHOR BOOT CAMP 1st Page Contest](#), [TEEN AUTHOR BOOT CAMP: POETRY Contest](#), [Photography Cover Contest](#), [TEEN ANTHOLOGY & FIRST CHAPTER CONTESTS](#). <https://www.teenauthorbootcamp.com/contests>

**Educators: Earn relicensure credits by attending Educator Base Camp.*

Visit OperationLiteracy.org, to find out more about our next **STORYCON™** with [Educator Base Camp™](#), [Teen Author Boot Camp™](#) & [Tween Author Boot Camp™](#) the largest teen writing conference in the Nation! Attend our intensive writing conferences in person to learn from the masters, meet favorite authors and to be a part of a supportive writing community that will help



students hone their writing skills, get published and boost their confidence. Join the discord server or start your own writing group or to do TABC Classroom with!

Encourage students to continue working on their writing on weekends, holiday breaks and over the summer. After school clubs and extracurricular writing classes may be organized with students enrolled in a school licensed with TABC Classroom or with those who own a personal subscription.

- ☐ **FOLLOW UP!** Send me an email. I'd love to hear your feedback on suggested edits, what you like most about TABC Classroom, the contests & conference experiences & creative ways you incorporate it all into your curriculum. sarah-noel@operationliteracy.org

