

Teaching Unit: Three Lessons for Fourth Grade

Teaching Literary Devices Using Poetry

Librarian: Kathie Jackson **Grade: 4** **Number of Students: 20**
Subject: Library Tied to English/Language Arts **Lesson Duration: 50 minutes once per week**

I. Pre-Instructional Planning

A. What Do Students Already Know?

- The fourth grade students have been exposed to poetry, drama and fiction in a genre identification unit in third grade, so they are familiar with different forms of poetry. They were briefly introduced to alliteration and assonance, while not learning these devices' names, during phonemic awareness units in first and second grades. Our fourth graders have not yet been formally instructed in simile, metaphor, personification and onomatopoeia.

B. This Unit Supports the Following **Commonwealth of Pennsylvania Standards and Anchors:**

- 1.3.4.B: Identify the characteristics of different genres such as poetry, drama, and fiction
- 1.3.4.D: Identify literary devices in selected readings (e.g., personification, simile, alliteration, metaphor)
- 1.4.4.A: Write poems, Include literary elements.

Assessment Anchors:

- R4.B.2 Understand Literary Devices in Fictional and Nonfictional Text
- R4.B.2.1: Identify and interpret figurative language in fiction and nonfiction.

C. **School Librarian/Classroom Teacher Collaboration:**

- I attend each grade's team meetings year round so that I can stay on top of the curriculum, offer library help to the classroom teachers, and tie my units into each grade's studies. The fourth graders are learning about literary devices in Language Arts, primarily using fiction and nonfiction readings. I've offered to do a corresponding unit that will use poetry to instruct about literary devices, and I coordinate my materials and assessment tools with the fourth grade team. I offer to award 5 quiz points that will pass through to Language for each student who successfully completes my unit and demonstrates mastery of the material. The fourth grade team enthusiastically agrees to this. I have also offered to pass along my rubrics with feedback so the team is aware of students who are struggling with the concepts so they can receive extra help.

II. Purpose/Objective:

- #### A. Literary devices are used frequently in nonfiction, fiction and poetry; these tools are especially effective in the art of poetry, where the rhythm and tone of words are so important. As a result of this lesson, students will demonstrate their ability to:
- Recognize and identify six different literary devices: simile, metaphor, alliteration, assonance, personification and onomatopoeia
 - Read and write simple poems employing these six different literary devices

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- Understand why these figurative language devices are used in poetry

III. Resources, Material & Technology

- A. 4 library tables and chairs for the 20 students.
- B. Bulletin board: I have created a bulletin board containing labeled envelopes with room for the students' poems from this unit; as we complete each students will place their work in the proper envelopes for public display.
- C. Smart Board at the front of the library will be used to display sample poems in each category and watch a video on YouTube in lesson 3
- D. 15 library computers will be used for Lesson 2: Interactive Simile Poem Tool ("*My Monster*") and Interactive Diamante metaphor poem tool (*ReadWriteThink*)
- E. 2 library printers will be used to print the student's poems from the interactive tools from Lesson 2
- F. Lesson 1 – Alliteration and Assonance: 4 envelopes containing alliteration examples and 4 envelopes containing assonance examples, a sheet of paper and pencil for each student
- G. Lesson 3 - Personification and Onomatopoeia: graphic organizers for personification and onomatopoeia
- H. Rubric
- I. Mix & Match Ticket to Leave
- J. "Poetic License" – At the end of this unit each child will receive their own poetic license signifying successful completion of the unit.

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IV. Lesson Activities – Lesson 1 – Alliteration and Assonance

- A. **Lesson Structure:** This is a 50-minute long lesson; 10 minutes for anticipatory set , questions and grouping, 15 minutes for activity 1, 2 – 5 minutes in between activities, 15 minutes for activity 2, 5 minutes for closing .
- B. **Activating Prior Knowledge, 2 – 3 minutes:** I will begin this lesson by asking the class, “How many of you remember what alliteration is?,” giving 2 – 3 students a chance to answer.
- C. **Anticipatory Set, 5 7 minutes:** I will then introduce the lesson by saying “Well, assonance is similar to alliteration. With alliteration, a consonant sound is repeated, such as ‘Peter Piper Picked a Peck of Pickled Peppers.’ With assonance, a vowel sound is repeated. For example: ‘Do you like blue? I bet you do!’ Today we are going to write some short poems to demonstrate our alliteration and assonance skills. Remember: poems do NOT have to rhyme! And for this lesson, nonsense poems are completely acceptable. Your poems do not need to rhyme OR make sense! We will be having lots of fun with both rhyming and non-rhyming poetry!” I’ll begin this lesson by displaying on the SmartBoard and reading two poems containing alliteration by great writers:

Then up and spake an old sailor,
Had sailed to the Spanish Main,
"I pray thee, put into yonder port,
For I fear a hurricane."
--Henry W. Longfellow, "The Wreck of Hesperus"

Hear the loud alarum bells--
Brazen bells!
What a tale of terror, now, their turbulency tells!
--Edgar Allen Poe, "The Bells"

(Mrs. Dowling's Literature Terms)

- D. **Student Grouping Method:** I have pre-arranged groups of these 20 fourth graders into 4 groups of 5 students. Each group of 5 students will contain a mix of student ability levels, with the advanced readers spread throughout and matched up with those needing more instruction and practice.
- E. **Classroom Setting:** For this lesson I have pulled the desks together to form a table for each of the groups of 5 children.
- F. **Adaptations:** I have 2 struggling readers in this class who will be grouped with our 2 best readers, and I have 1 hearing impaired child who will sit with the group closest to the front of the room.
- G. **Management Techniques:** While the groups are working together on their poetry activities, I will walk around the class, ideally spending an equal amount of time with each group to ensure that they are following instructions and that there is equal input

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by all members. If needed I can prompt reticent students, or move the discussion along if there are students who are “hogging” the discussion or causing a disruption.

- H. **Activity #1, Alliteration – 15 minutes:** After I’ve separated the class into their 4 groups, I’ll hand each group an envelope with the name of an animal and the place it’s from; and explain the assignment. Each group is to collaborate writing a 4 line poem (does not need to rhyme!) continuing the alliteration used in the envelope. I’ll begin this lesson by displaying on the SmartBoard and reading the 4 examples:

1. Tiger from Tibet
2. Dog from Dublin
3. Bear from Borneo
4. Snake from Siam

There once was a snake from Siam
Who slithered his slinky shape
Sideways and sort of crookedly
Safely to the sand each day

The groups will have 10 – 12 minutes to complete their 4-line poem. Then I will ask a representative of each group to stand up and read their group’s poem. I will collect the poems for our lesson bulletin board.

Activity #2, Assonance, 15 minutes: I will begin the second half of this lesson by I’ll begin this lesson by displaying on the SmartBoard and reading two examples of poems containing assonance by great writers:

And so, all the night-tide, I lie down by the side
Of my darling, my darling, my life and my bride.
--Edgar Allan Poe, "Annabel Lee"

Slow things are beautiful:
The closing of the day,
The pause of the wave
That curves downward to spray.
--Elizabeth Coatsworth, "Swift Things are Beautiful"

(Mrs. Dowling's Literature Terms)

Next I will hand the groups a new envelope, each contains an example of assonance, with an object and a color:

1. A red bed
2. A yellow telephone
3. A blue canoe
4. A black shack

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I'll show this example on the SmartBoard:

I like to lay my head on a red bed
The bed is where my latest book was read
And my dog Ted rests on that bed
When I'm tired, it where I'm led

The groups will have 10 – 12 minutes to complete their 4-line poem. Then I will ask one student from each group to stand up and read their group's poem.

- I. **Concluding/Closure Activities, 2 – 3 minutes** – At the end of today's lesson I will take the students to the hall and show them how to place their poems in the appropriate envelope for display on our lesson bulletin board.
- J. **Assessment, 2 – 3 minutes:** As students file out of the library, I will ask every other child to tell me two words that demonstrate alliteration (example: silly spider) and alternate students to name two words demonstrating assonance (example: car bar).

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IV. Lesson Activities – Lesson 2 - Simile and Metaphor

- A. **Lesson Structure:** This is a 50-minute long lesson; 10 minutes for anticipatory set , questions and grouping, 15 minutes for activity 1, 2 – 5 minutes in between activities, 15 minutes for activity 2, 5 minutes for closing
- B. **Activating Prior Knowledge, 2 – 3 minutes:** I will begin this lesson by asking the class, “How many of you know the difference between a simile and a metaphor?,” giving 2 – 3 students a chance to answer.
- C. **Anticipatory Set 5 -7 minutes:** I’ll begin by explaining the difference between Simile and Metaphor, saying: “A simile compares two things: ‘A bird is like a plane.’ A metaphor is more abstract, and uses figures of speech, such as ‘Don’t cross that bridge before you come to it,’ meaning ‘Don’t worry about what might happen until it happens.’ Another example: “Run like the wind” is a simile; “She has a sunny smile” is a metaphor. Basic Rule: If it uses the words "like" or "as", it is usually a simile; if it uses the word "is", *without* "like" or "as", it is usually a metaphor. Today we’re going to write a poem containing a number of similes and another poem using a *metaphor*. Remember: poems do NOT have to rhyme! Your poems do not need to rhyme OR make sense! We will be having lots of fun with both rhyming and non-rhyming poetry!” (*A Language in Metaphors*)
- D. **Student Grouping Method:** I have re-shuffled the groups of these 20 fourth graders; today’s lesson will pair the students into 10 groups of 2 students each, with each pair seated at a computer. Each pair of students will contain a mix of student ability levels, with the advanced readers matched up with those needing more instruction and practice.
- E. **Classroom Setting:** Each child will sit at the library computers in pairs.
- F. **Adaptations:** I have 2 struggling readers in this class who will be paired with our 2 best readers, and I have 1 hearing impaired child who will sit in the pair closest to the front of the room.
- G. **Management Techniques:** While the pairs are working together on their poetry activities, I will walk around the class, ideally spending an equal amount of time with each pair to ensure that they are following instructions and that there is equal input by all members. If needed I can prompt reticent students, or move the discussion along if there are students who are “hogging” the discussion or causing a disruption.
- H. **Activity #1, Simile, 15 minutes:**
I’ll begin this lesson by displaying on the SmartBoard and reading an excerpt of a poem containing a simile:

My love is like a red, red rose.
— Robert Burns

And an excerpt of a poem containing a metaphor:

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The moon was a ghostly galleon tossed upon cloudy seas.
— Alfred Noyes “The Highwayman”
(*Daily Writing Tips.com*)

For our simile activity, each pair of students will use the computer, and I’ve pointed the browsers to the interactive simile poem creation tool at:
http://www.lancsngfl.ac.uk/curriculum/literacy/lit_site/html/fiction/my_monster/index.htm

The students will work together to create and then printout a copy of their simile poem.

Activity #2, Metaphor, 15 minutes:

I’ll begin this lesson by displaying on the SmartBoard and reading two diamante poems online at:

<http://www.readwritethink.org/files/resources/interactives/diamante/>

I will now instruct each student to point their browser to the interactive Diamante poem tool in their second browser window (which I’ve set up in advance on each computer), and will walk around assisting the pairs in so doing. I will instruct the pairs to take turns: whoever used the keyboard during the simile monster poem must give his/her partner a turn this time. Instructions for the interactive Diamante tool are on the screen; I’ll explain that Line 4 of the Diamante poem is to contain a metaphor, similar to the examples shown on the SmartBoard. The students will work together to create and then print out a copy of their Diamante metaphor poem.

- I. **Concluding/Closure Activities, 5 minutes** – At the end of today’s lesson I will instruct the students to place their poems in the appropriate envelope for display on our lesson bulletin board.
- J. **Assessment:** As students file out of the library, I will read off a sheet containing both similes and metaphors, and give each child a chance to tell me which is which. Example:
That song floats my boat! (metaphor)
She’s as gentle as a lamb. (simile)

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IV. Lesson Activities – Lesson 3 – Personification and Onomatopoeia

- A. **Lesson Structure:** This is a 50-minute long lesson; 10 minutes for anticipatory set , questions and grouping, 15 minutes for activity 1, 2 – 5 minutes in between activities, 15 minutes for activity 2, 5 minutes for closing
- B. **Activating Prior Knowledge, 2 – 3 minutes:** I will begin this lesson by asking the class, “Who can tell me what personification is? How about Onomatopoeia?,” giving 2 – 3 students a chance to answer.
- C. **Anticipatory Set, 5 – 7 minutes:** I will begin the lesson by explaining: “Personification is giving human characteristics to animals or giving living characteristics to nonliving things.” To illustrate, I’ll display on the SmartBoard and read short poems containing personification by these great writers:

"Ah, William, we're weary of weather,"
said the sunflowers, shining with dew.
"Our traveling habits have tired us.
Can you give us a room with a view?"

They arranged themselves at the window
and counted the steps of the sun,
and they both took root in the carpet
where the topaz tortoises run.
--William Blake, "Two Sunflowers Move in the Yellow Room."
(*Personification Classics*)

It's a jazz affair, drum crashes and coronet razzes.
The trombone pony neighs and the tuba donkey snorts.
The banjo tickles and titters too awful.
--Carl Sandberg, "Honky Tonk in Cleveland, Ohio" (*Onomatopoeia Poems*)

- D. **Student Grouping Method:** I have pre-arranged groups of these 20 fourth graders into 4 groups of 5 students. Each group of 5 students will contain a mix of student ability levels, with the advanced readers spread throughout and matched up with those needing more instruction and practice.
- E. **Classroom Setting:** For this lesson we will pull the desks together to form a table for each of the groups of 5 children.
- F. **Adaptations:** I have 2 struggling readers in this class who will be grouped with our 2 best readers, and I have 1 hearing impaired child who will sit with the group closest to the front of the room.
- G. **Management Techniques:** While the groups are working together on their poetry activities, I will walk around the class, ideally spending an equal amount of time with each group to ensure that they are following instructions and that there is equal input by all members. If needed I can prompt reticent students, or move the discussion along if there are students who are “hogging” the discussion or causing a disruption.

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Activity #1, Personification, 15 minutes: After reading the Blake and Sandburg poems, I will divide the students into their groups and hand out the “Personification in Poetry!” worksheet (attached). Each child will select an object from nature and use emotions and/or human characteristics to describe the object in a short poem. I’ll walk the room to make sure all 4 groups are progressing on this activity and to assist any of those who are stuck. The groups will have 10 – 12 minutes to complete their 4-line poem. Then I will ask a representative of each group to stand up and read their group’s poem .

Activity #2, Onomatopoeia, 15 minutes:

I’ll explain that, “Onomatopoeia is words that sound like the noises they are describing; these can be made up words. Songs lyrics can be considered a form of poetry.” Using the SmartBoard, we’ll watch the 5-minute video for the memorable and very amusing song, “Onomatopoeia,” by Upper Darby’s own Todd Rundgren (<http://www.youtube.com/watch?v=Pn65e2Xj1hM>). Here are the song’s lyrics:

Onomatopoeia by Todd Rundgren

Onomatopoeia every time I see ya
My senses tell me hubba
And I just can't disagree
I get a feeling in my heart that I can't describe
It's sort of lub, dub, lub, dub
A sound in my head that I can't describe
It's sort of zoom, zip, hiccup, drip
Ding, dong, crunch, crack, bark, meow, whinnie, quack

Onomatopoeia in proximity to ya
Rearrange my brain in a strange cacophony
I get a feeling somewhere that I can't describe
It's sort of uh, uh, uh, uh
A sound in my head that I can't describe
It's sort of whack, whir, wheeze, whine
Sputter, splat, squirt, scrape
Clink, clank, clunk, clatter
Crash, bang, beep, buzz
Ring, rip, roar, wretch
Twang, toot, tinkle, thud
Pop, plop, plunk, pow
Snort, snuk, sniff, smack
Screech, splash, squish, squeak
Jingle, rattle, squeal, boing
Honk, hoot, hack, belch

(LyricsFreak.com)

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Then in their groups, the students will use the graphic organizer, each pupil will fill the sheet with as many Onomatopoeia words as he/she can think of – these can be made up words!

- H. **Concluding/Closure Activities, 5 minutes** – At the end of today’s lesson I will take the students to place their poems in the appropriate envelope for display on our lesson bulletin board.
- I. **Assessment:** As students file out of the library, I will read off a sheet containing both personification and onomatopoeia, and give each child a chance to tell me which is which. Example: She slurps her soup. (Onomatopoeia)
The dog smiled and laughed. (Personification)

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V. Assessment Activities

- A. Ticket to Leave:** Attached is the ticket to leave, where students will match a short sample of literary device with its proper label to demonstrate their knowledge.
- B. Student Rubric:** Attached is a rubric I've developed to assess each student's mastery of the material we've covered. I'll be passing this on to their fourth grade teachers in order for the students to earn their 5 Language Arts quiz points.
- C. Self-Assessment:** After my unit is complete I will stay in touch with the 4th grade team teachers to find out if our lessons were helpful to the students in their Language Arts, and we will discuss the average quiz performance. I'll also ask the teachers for input about ways we can improve the content of this unit for future instruction.\

VI. Reflection

I chose to use poetry as a way to learn the literary devices because I don't consider myself an expert in poetry! I want to grow in this area, and one way is to investigate classic as well as fun poems that would fit well into this unit. As a child I thoroughly enjoyed learning about how to use the literary devices featured in this unit and thought poetry would be a really fun vehicle for this learning. I used the SmartBoard to kick off each lesson, and used the library pc's and printers in Lesson 2, because our students need every opportunity to build their technology skills. I also like to incorporate technology because it keeps the kids engaged. I like lessons that are broken into chunks; a few minutes of instruction, a few of reading, a few of writing, and group activities, because I think it appeals to short attention spans and makes the class period fly by for the kids. Silliness will be allowed in this unit; in addition to the language arts component, I want my fourth graders to become more familiar and less intimidated by poetry. The beauty of poems is that they aren't right or wrong, they are subjective, like art.

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