

Grade 4 – 5: English Language Arts

Poetic Devices: Metaphor

This resource can be used to plan an individual English language arts lesson or a unit of study. The suggested activities can be used in the order presented here, or they can be adapted for your lesson plan and classroom.

In collaboration with



▶ ClickView
Miniclips

CURRICULUM OBJECTIVES

VIDEO OUTCOMES

English Language Arts / Reading

Distinguish literal from figurative language in poems.

Describe sensory detail in poetry.

TEACHER PACK OUTCOMES

English Language Arts / Reading

Distinguish literal from figurative language in poems.

Describe sensory detail in poetry

English Language Arts / Writing

Write to create, using figurative language to impact style and tone in poetry.



Poems to Share II

Red Room Poetry has created an award-winning classroom resource inspired by *Poetry Object*.

It brings poetry to life with 40 activity cards that support students' creative writing, reading, speaking, and listening across curriculum stages.


Buy the resource [here](#). Free extended digital resource included with purchase.

Activity	Resources	Outcomes
<p><u>Activity 1: What Is Metaphor?</u> Timeframe: 1 hour Lesson overview: Students will discuss their prior knowledge of poetry and be introduced to metaphor by listening to a poem and responding to it.</p> <hr/> <p>Discuss poetry with your students and activate their prior knowledge.</p> <p>You can guide the discussion with the following questions:</p> <ul style="list-style-type: none"> • What do you know about poetry? • What is an example of a poem that you know? • Why do you think people write poetry? • How does poetry make you feel? • How is poetry different to other forms of writing? <p>Introduce the core poetic devices that are used in poetry:</p> <ul style="list-style-type: none"> • Imagery • Personification • Metaphor • Alliteration • Simile • Onomatopoeia <p>Watch the ClickView Miniclip <i>Poetic Devices: Metaphor</i> as a class.</p> <p>After watching the Miniclip, discuss the poem used in the video (<i>Adrift In Space</i> by Saniru from Penrith Selective High School). You can use the <i>Poem Justification: Adrift In Space</i> to help provide background context to the poem.</p> <p>The following questions can be used to guide the discussion:</p> <ul style="list-style-type: none"> • What was the poem about? • What do you think the purpose of this poem is? • How did the poem make you feel? • How has imagery been used to bring the poem to life? • Who do you think the intended audience of this poem is? • What do you think the poem would be like without the use of metaphor? <p>Students can record their thoughts in their notebooks or on the poem itself.</p>	<p>Smartboard / Digital display</p> <p>ClickView Miniclip – <i>Poetic Devices: Metaphor</i></p> <p><i>Poem: Adrift In Space</i></p> <p><i>Poem Justification: Adrift In Space</i></p> <p>Notebooks</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Distinguish literal from figurative language in poems. • Describe sensory detail in poetry.

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<p><u>Activity 2: Creating Your Own Metaphors</u> Timeframe: 1 hour Lesson overview: Students will practise creating their own metaphors by using a simple equation framework and expanding upon it.</p> <hr/> <p>Rewatch the ClickView Miniclip <i>Poetic Devices: Metaphor</i>. Pay particular attention to the explanation of the poetic device.</p> <p>Summarize what a metaphor is and its purpose in poetry.</p> <p>As a class, identify and discuss the metaphors featured in the poem from the video. You may use <i>Poem: Adrift In Space</i> to help guide this section and encourage students to highlight or circle the metaphors they find.</p> <p>Then encourage your students to explore metaphors themselves. Instruct them to choose an object. Then think of something to compare it to using 'is' and write it in their notebooks.</p> <p>Ask students to choose a subject, then think of an object. They are to put these together as an equation using the word 'is' (<i>Subject = object</i>).</p> <p>For example: 'The star is a torch' 'The star is a compass' 'The star is a spider'</p> <p>Then they should try to extend the metaphor by building on the same image.</p> <p>For example: 'The star is a torch winking morse code messages across the universe' 'The star is a compass I follow to find my place in the world' 'The star is a spider spinning a web of light across the sky'</p> <p>Continue this activity for as long as desired using new subjects.</p>	<p>Smartboard / Digital display</p> <p>ClickView Miniclip – <i>Poetic Devices: Metaphor</i></p> <p><i>Poem: Adrift In Space</i></p> <p>Notebooks</p>	<p>Students will:</p> <ul style="list-style-type: none"> Describe sensory detail in poetry. Write to create, using figurative language to impact style and tone in poetry.

Activity	Resources	Outcomes
<p><u>Activity 3: Exploring Metaphor Further</u> Timeframe: 45 minutes Lesson overview: Students will read a variety of student poems from Red Room's <i>Poetry Object</i> competition to identify examples of metaphor and its effect.</p> <hr/> <p>Use the following poems submitted as part of Red Room's <i>Poetry Object</i> competition. Each poem includes examples of metaphor.</p> <p>You may go through each poem as a class, or divide your class into groups and distribute one poem to each.</p> <p>Read through each poem and have students highlight any metaphor they can find. They can write down each example in their notebook and write a short reflection on how the device is used and how it makes them feel. Students can also discuss the purpose of the text, who the intended audience is, and what the author is trying to communicate.</p> <p><i>Poetry Object</i> poems:</p> <ul style="list-style-type: none"> • Home Movie by Jo, Teacher at Karamu High School • My Cotton Warrior by Skye, Grade 4 • City of Dots by Mim, Grade 4 • The Voltaic Wire by Owen, Grade 5 <p>Extension: Students can analyse the poems for additional poetic devices that have been used. These may include simile, imagery, alliteration, personification, or onomatopoeia.</p> <p>How have they been used and how do they add depth and meaning to the poems?</p>	<p>Smartboard / Digital display</p> <p>Computer or tablet with Internet connection</p> <p>Notebooks</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Distinguish literal from figurative language in poems. • Describe sensory detail in poetry.

Activity	Resources	Outcomes
<p><u>Activity 4: Writing a Poem</u> Timeframe: Multiple lessons Lesson overview: Students will write their own poem incorporating imagery as a poetic device.</p> <hr/> <p>Students are to create their own short poem incorporating metaphor. The poem can be written in any form including haiku, acrostic, free verse etc.</p> <p>Students should begin by brainstorming different objects or concepts that are special or of interest to them. The object can be brought from home into class or chosen from the classroom.</p> <p>Once all students have decided on their object or concept, they can use questions from the <i>Pre-writing Prompt Guide</i> to kickstart their creativity. Students can choose one question from the sheet, multiple questions, or the class can answer all of them (set a timer for three minutes to answer each question). The prompts provided require students to use metaphor and other poetic devices.</p> <p>Once students have used the prompts to experiment with metaphor (and other poetic devices), they can then begin drafting their poem. Students should continue to edit and refine their poem, then create a final copy.</p> <p>You may choose to publish some of these poems in your school newsletter or around your classroom.</p>	<p>An object or theme chosen by each student</p> <p><i>Pre-writing Prompt Guide</i></p> <p>Notebooks</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Distinguish literal from figurative language in poems. • Describe sensory detail in poetry. • Write to create, using figurative language to impact style and tone in poetry.

Activity	Resources	Outcomes
<p><u>Activity 5: Interactive Video</u> Timeframe: 15 minutes Lesson overview: Students will watch the ClickView Miniclip and answer the interactive questions to show their understanding of poetic devices and metaphors.</p> <hr/> <p>ClickView has created an interactive video lesson to accompany the ClickView Miniclip <i>Poetic Devices: Metaphor</i>. It includes a range of question types such as multiple choice, missing word, and true or false.</p> <p>You can assign the interactive video to your students to do at any suitable point in your unit. Alternatively, you can edit the premade questions to suit your students or create your own interactive video.</p> <p>To share the interactive video with your students, follow these steps:</p> <ol style="list-style-type: none"> 1. Search for the Miniclip <i>Poetic Devices: Metaphor</i> that has the interactive logo (). 2. Click to view the video. 3. Click on the "Interactive videos" tab beneath the video. 4. Click the "Print as Worksheet" OR "Save to Workspace" button on the interactive video. 5. If you click "Save to Workspace", you can either click "Share with your students" or access it via your Workspace. <ul style="list-style-type: none"> • If you choose "Share with your students", copy the link and send it to your students. • Otherwise go to your Workspace, select the "Interactive videos" folder, and click "Share" to access the link and send to students. <p>Students can watch and answer the interactive questions either in class or at home. Their results will be collated for you to view from your Workspace.</p> <p>The following guides are available if you require assistance:</p> <p>Creating an interactive video How do I share an interactive video? How do I make my interactive video private/public?</p>	<p>Interactive video for the ClickView Miniclip – <i>Poetic Devices: Metaphor</i></p> <p>1:1 devices with Internet connection</p>	<p>Assessment</p>