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English 424

Smelling Colors: Using Synesthesia to Create Metaphors

10-Minute Lesson: Metaphors and Similes

Grade Level: Seventh

Objectives: Students will be able to define metaphors and similes and explain why they are used which will help them in creating them in order to increase their figurative language in their personal narratives.

Common Core Standards Addressed: L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Connection to Conceptual Focus: In our unit of identity, students will be creating their own personal narratives. Personal narratives are enhanced by the use of metaphor and simile and having students practice this skill encourages them to think visually about their writing.

Connection to Students: The lesson uses a thought-provoking worksheet that helps students make sensory comparisons in their writing. It will help those students who are more visual practice using those skills in their writing. By teaching students these concepts it allows them to build on their background knowledge of other description tools like adjectives.

Assessments:

Informal:

Question/Answer checks for understanding throughout lesson.

Formal:

Students will complete the questions on the Synesthesia worksheet.

Academic Language:

Language function: define, recognize

Discourse: verse

Vocabulary: metaphor

Instructional Strategies:

(1 min) Today we are going to talk about Synesthesia. Synesthesia is basically a fancy word for a condition that some people have where they combine their senses. You know how we see colors? And you taste food? And we hear sounds? Well, Synesthesia mixes that up. So people who taste colors, or maybe smell sounds, are all examples of Synesthesia. Even though some people specifically have this, all of us have a little bit of Synesthesia inside us, and we want to encourage that because it helps us come up with descriptions for our writing! Remember this

week is all about ways that we can give our writing more description! It will come in handy when we write our personal narratives next week. Pass out Synesthesia worksheet. Do first one together as group.

(listening, slide visual, repetition, think-aloud, modeling)

(3 min) Have them do the next 9 by themselves. **(reading, writing, the think in the think-pair-share)**

(2 min) Now turn to the person next to you and share. **(listening, speaking, the pair in the think-pair-share)**

(1 min) Share in big group. What was different? What were the same? **(listening, speaking, the share in the think-pair-share)**

(10 sec) How are does synesthesia relate to our writing you might ask? If we think using Synesthesia we can create metaphors and similes, a useful literary device to add description to our writing! **(listening, slide visual)**

(30 sec) What are metaphor and simile? Define metaphor and simile—written on slides. *Metaphors: a literary device that compares something to something else to make the image more vivid to the reader. *Simile: also a comparison, but using like or as. Examples. **(listening, slide visual)**

(30 sec) Next slide- here we have common songs on the radio! Can you guess which one is which? I will read them out loud and have students volunteer to guess. **(listening, slide visual, talking)**

(1 minute) For homework, you will create metaphors and similes using our worksheet. For example, for the first Synesthesia example: The noise, a red warning, was deafening. Or, the alarm, as red as the firetruck, was deafening. **(listening, writing, slide visual, modeling, think aloud)**

(2 second) Thank students for being awesome!

ELD and Other Special Needs Strategies:

- metaphor will be defined on the board as well as spoken
- think aloud
- modeling
- group discussion before individual work

Resources/Materials Needed:

- computer with speaker and projector
- Google Slides Presentation
- Synesthesia worksheets

Theoretical Support:

In *The Dynamics of Writing Instruction*, by Smag et al, in the chapter “Teaching Personal Experience Narratives,” the authors suggest including: “one or more activities to help students learn how to describe events or objects using other sensory details” (64). It’s important to teach students who to incorporate quality sensory details into their writing! Synesthesia and metaphors are one of the ways that students can practice these skills.

Name:

Synesthesia

1. What color is noise?

2. If you could touch the scent of roses, how would it feel?

3. What color are nightmares?

4. Is green “kind” or “mean”?

5. If you could touch summer, how would it feel?

6. What is the color of a lullaby?

7. If you could taste anger, what taste would it have?

8. What is the smell of homework?

9. If you could hear snowflakes being formed, what sound would they make?

10. If you touch yellow, is it hot or cold?