Lesson Plan

Grade: 3rd (Ages 8-9)

Theme: Butterfly Figurative Language and Family Narratives

Theme:Bella Brown–Grandma's Missing Butterfly Locket by J.W. Zarek

Learning Objective/s

At the end of this lesson, students will be able to:

1. Identify similes and metaphors in the story's butterfly descriptions.
2. Create their own similes and metaphors inspired by butterflies.
3. Connect the butterfly locket to their own family narratives and traditions.
4. Write a brief personal narrative (3-5 sentences) about a special family memory, incorporating at least one piece of figurative language.
5. Use descriptive and figurative vocabulary (e.g., shimmering, delicate, like a whisper) in writing and discussion.
6. Provide constructive peer feedback on classmates' writing, focusing on figurative language use.

Materials Needed

- Bella Brown–Grandma's Missing Butterfly Locket book
- Chart paper and markers (for figurative language chart)
- Figurative language chart template (columns: Example, Type, What It Means)
- Student writing paper (with space for a narrative and illustration)
- Word bank cards: figurative and descriptive words (e.g., shimmering, delicate, like a whisper, as bright as, a jewel)
- Peer feedback checklist
- Visual schedule cards showing each activity (e.g., pictures for reading, writing, sharing)
- Optional: Small butterfly stickers (as a reward, connecting to the story's locket)

Vocabulary Focus

- Figurative
- Simile
- Metaphor
- Shimmering
- Delicate
- Whisper
- Jewel
- Narrative
- Tradition
- Keepsake

Morning Circle & Introduction (5 minutes)

Gather students in a circle and show the visual schedule cards. Say, Today we're going to explore special language that makes stories come alive and connect to our own family stories!

Show the cover of Bella Brown–Grandma's Missing Butterfly Locket and ask, What makes a description exciting to read?

Introduce the topic: Bella and her grandma use amazing language to describe butterflies, and the locket connects them to family traditions. We'll learn about similes and metaphors and write our own family stories!

Define figurative language: It's when we use words to paint a picture, like saying a butterfly's wings are 'like a jewel.'

Read-Aloud: Figurative Language Hunt (10 minutes)

Read parts of the book with rich descriptive and figurative language about butterflies: the Red Wing butterflies in China shimmering like rubies, the white butterflies in Japan dancing like whispers on the wind, the Blue Morpho in Colombia a sapphire jewel in the jungle, and the Monarchs in Arkansas fluttering like a sunset.

Pause at each example to identify the figurative language: Here it says the Red Wing butterflies are 'shimmering like rubies'–that's a simile because it uses 'like' to compare them to rubies. What does it help us imagine?

Add examples to the figurative language chart under columns: Example (shimmering like rubies), Type (Simile), What It Means (The butterflies are bright and red like a ruby gem).

Highlight the locket: The locket is like a treasure chest of memories for Bella and Grandma. That's a metaphor!

Creating Figurative Language (10 minutes)

Say, Let's create our own similes and metaphors about butterflies!

Model the process: I might say, 'The butterfly's wings are as delicate as a feather'–that's a simile. Or, 'The butterfly is a dancing star'–that's a metaphor.

Students work in pairs to create one simile and one metaphor using the word bank (e.g., shimmering, delicate, whisper, jewel).

Encourage them to think about the butterflies in the story: What could the Blue Morpho be compared to?

Share a few examples as a class and add them to the chart (e.g., "The Blue Morpho is a sapphire jewel" – Metaphor; The Monarch flutters like a sunset glow – Simile).

Writing: Personal Narrative with Figurative Language (15 minutes)

Distribute writing paper and say, Now, let's write a short narrative–a story–about a special family memory, like Bella and Grandma's locket story. Include at least one simile or metaphor!
Model writing a brief narrative (3-5 sentences). Last summer, I visited my grandpa's cabin. The lake sparkled like a mirror under the sun. We fished together, and I felt as happy as a butterfly dancing in the sky.

Students write their own narratives:

- Think of a special family memory. Where were you?
- Who was there? What happened?
- How did you feel?

Add a simile or metaphor to make it vivid.
Support with sentence starters (e.g., I remember when… The ___ was like…).
Encourage illustrations to accompany their narratives.

Peer Sharing (5 minutes)

Pair students to share their narratives.
Distribute the peer feedback checklist and say, Read your partner's story. Look for their simile or metaphor and tell them what you liked about it!
Model feedback: I noticed your metaphor, 'My dad's smile was a warm sun.' I liked how it made me feel happy!
Students complete the checklist (e.g., I noticed this figurative language: ____. I liked how you…").

Then, invite 2-3 volunteers to share their narratives with the class, focusing on their use of figurative language.

Closing Circle: Reflection (5 minutes)

Gather students with their writing and ask, How did similes and metaphors make our stories more exciting?
What family traditions did you write about, like Bella's locket?

Celebrate their work: You're amazing writers, using language to share your family stories, just like Bella and Grandma!

Give each student a butterfly sticker, saying, This is a little keepsake to remind you of our butterfly narrative journey!

Assessment and Extension

Assessment

- Observe if students correctly identify similes and metaphors during the read-aloud and create their own during partner work. Note use of vocabulary (e.g., shimmering, delicate) in discussion. Monitor peer feedback for constructive comments on figurative language.
- Review narratives for inclusion of at least one simile or metaphor, a clear sequence of events (3-5 sentences), and a personal connection to a family memory. Check for use of descriptive/figurative vocabulary from the word bank.

Extension

- Create a class “Butterfly Narrative Book” by compiling students’ stories and illustrations.
- Explore other types of figurative language (e.g., personification) in the story and write examples.
- Have students interview a family member about a tradition and write a second narrative incorporating figurative language.

Modifications for Different Learners

- For Students Who Need Additional Support

Provide sentence starters for the narrative (e.g., One day, I… It felt like…). Simplify figurative language creation to similes only (e.g., The butterfly is like…). Offer verbal feedback instead of written during peer sharing.

- For Advanced Learners

Encourage adding a second piece of figurative language to their narrative. Challenge them to write a metaphor and simile for the same butterfly. Ask them to analyze how figurative language affects the story's mood.

- For English Language Learners (ELLs)

Pair figurative vocabulary with visuals (e.g., show a ruby for like rubies). Offer a bilingual word bank if possible. Allow drawing or verbal sharing during peer feedback.

- For Kinesthetic Learners

Add a movement break (e.g., Flutter like a butterfly to your seat!). Let them act out their simile/metaphor (e.g., Dance like a whisper on the wind). Use physical gestures during vocabulary introduction (e.g., shimmer with hands).