Lesson Plan: Similes

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| Subject/Lesson Title/Group:Similes – Writing  | Estimated Time:30 minutes  |
| Standard(s): Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (1.SL.4) |
| Learning Goal(s): Students will be able to create a simile.Key Vocabulary: Simile – a simile is a comparison of two things using the words like or asAdjectives – describing words – words used to describe nouns  | Resources/ Materials: Poster sheetMarker  “I sense a simile” work page * Fuzzies
* Pencil
* Crayon
* Rock
* Foil

“It came from Planet Simile!’ – draw the alien“It came from Planet Simile!” create your own for those who finish  |
| Anticipatory Set: We will watch a BrainPopJr on smiles - <https://jr.brainpop.com/readingandwriting/sentence/similes/>I will stop the video intermittently to ask students questions. This will help ensure engagement and student involvement. It will also help students recognize the important facts throughout the video. After watching the video We will begin the lesson by defining Simile – A smile is a comparison of two things using the words like or as. (written on board). Add emphasis on A COMPARISON OF TWO THINGS. Hold up a feather and a paper = the feather is as light as paper Hold up a rock and a heavy book = this book is as heavy as a rock🡪 Write sentences up on the board have students underline the two things we are comparing. Circle the words like or as 1. The stack of books were as heavy as rocks.
2. The stars shine as bright as diamonds.
3. Her eyes were as blue as the sky

Have students repeat the definition of a simile out loud to ensure understanding 🡪 written on board  |
| Mini Lesson: We will be gathered on the rug together. At students’ tables there will be five items: a fuzzy, a pencil, a crayon, a rock and a piece of tin foil. I will have each of these items on the rug with me. I will have a poster sheet premade that looks exactly like the “I Sense a Simile!” sheet. I will model how students will fill out the sheet. I will take one of the objects feel it, look at it, smell it, etc. I will then draw it on my paper and label it. Once I have labeled and drawn it I will write describing words in the box below. I will ask students to give me describing words or adjectives for the object. I will flip over my paper and then write a simile using the words like or as for the object. After modeling I will have students tiptoe to their seats, they will be released on who is the quietest and calmest. Once they are at their seats they are free to begin, by touching the objects and drawing them. This section of the lesson did not work as well as planned, Therefore this time students would be located in their seats. At their seats each student will be provided one of each material, meaning each student will have their own materials. I will ask students to pick up one material at a time. They will have 1 minute to look at it, smell it, feel it, and examine it. After that minute is up they will have to write one thing this object reminds them of. I will model this by picking up a fuzzy and writing down how it reminds me of a blanket. After this minute students will be asked to write a describing word that compares the two objects. We will do this will all the objects. When finished we can make similes in sentences. I will model this by saying: “My blanket is as soft as a fuzzy”. I will underline the two things I am comparing and circle the word as.  |
| Work time: Students will then go back to their seats and complete the worksheet at a level 1 volume with light music in the background. Students will be allowed to talk and discuss their observations. Approximately 15 minutes will be given to complete this activity. For students that finish quickly, I will have a follow up worksheet they will draw an alien based off of the similes the page has given. If they finish that they can create their own alien using the work sheet.  |
| Closure: To close the activity, I would like all the tables to make one simile together about anything. It will be interesting to see how they work together collaboratively. There will be a consensus paper on each table for the students to use. The level again will be at a level 1 so whispers. They will be given 3 minutes and then asked to share it with the class. This will help me understand if they have understood what a sentence needs to be a simile. Students will have time to share the similes they have created about one of their objects.  |
| Differentiation for Student Needs: Analisa and Noah will work along side Ms. Hyde to aid in their understanding of simile. Ms. Hyde will provide writing modeling for both students. She will be able to write dictations for student observations and simile sentences.  |
| Questions: * Who can explain to me what a simile is?
* What does a simile do?
* Who can give me an example of a simile?
 | Integration Areas-Writing  |
| Formative Assessment I will be circulating the room to see if students are using the words like or as to create similes. I will also have a better understanding of their understanding after looking at their “I Sense a Simile” worksheet.  |