

Traits: Sentence Fluency, Word Choice, and Voice

Standard 3.1

Evidence Outcomes

c. Write descriptive poems using figurative language

Standard 3.3

Evidence Outcomes

b. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)

d. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)

i. choose words and phrases for effect. (CCSS: L.3.3a)

e. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1)

ix. Produce simple, compound, and complex sentences. (CCSS: L.3.1i)

x. Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts

➡ **Lesson 20 Objective:** Students will understand and practice using figurative language (Similes) to make their writing more interesting to read

(Revise)

Copy 4 simile cards from the *Simile Scoot Game* found in the *Supplemental Pages*. You may want to copy on card stock and laminate to use again.

➡ Activities:

- On the board write:

I am fast.

Does this sentence clearly let the reader know how fast I am? I really did not give my reader any information on how fast I am. I just said I was fast. **Now write:**

I am as fast as a cheetah.

- Does anyone know what we call this type of language? This is a special type of figurative language called a simile. Figurative language uses words to create an interesting sentence with special effects. Similes compare one thing with another thing using the words “**like or as**” in the sentence. Usually the objects compared in similes are very different from each other. Does this sentence paint a better picture than the sentence ***I am fast?*** Have students look at the sentence you wrote on the board. What two things did I compare in this sentence? While ***I am as fast as a cheetah*** is better than ***I am fast*** it stills leaves my reader without a clear picture. I call this an incomplete simile because I want to know more about the speed.

- Write on the board:

I am as fast as a cheetah sprinting after its prey.

This last sentence gives the reader a clearer picture of how fast I am. I know a cheetah would run very, very fast to catch its prey. This is a complete simile because it describes

the speed of the cheetah involved in an activity. The reader can now picture the speed of the runner.

- As a class, work together to make 3 more complete similes using *I am as fast as...*

Examples:

I am as fast as a rocket soaring through outer space.

I am as fast as a horse galloping across the open field.

I am as fast as hawk swooping down to grab a mouse.

- **Copy 4 simile cards from the *Simile Scoot Game* found in the *Supplemental Pages*.** You may want to copy on card stock. Place one card under the document camera at a time and have students write a complete simile. Share some of the student generated similes. As you share, make sure students write a complete simile. **For example:** *I am as hungry as a bear.* This is an incomplete simile. I'm not sure how hungry the bear is, so I don't know how hungry you are. Ask them how hungry is the bear? **The revised sentence may be:** *I am as hungry as a bear coming out of hibernation.* Now, I know how hungry you are. Continue this activity with the three remaining cards. Make sure you share the student generated similes and revise if necessary.