

Similes

WebQuest Description: This Webquest is created with the aim of students knowing what similes are and the importance. They will also be applying the knowledge that they have acquired to create their own examples of similes.

Grade Level: 6-8

Curriculum: English / Language Arts

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Introduction

Good afternoon my lovely students! Today we are going to continue our discussion on literary devices. We have already established what literary devices are. As a means of a reminder, let us remind ourselves. A Literary device is a technique a writer uses to produce a special effect in their writing. Now that we have been refreshed on the meaning of a literary device, it is now time for us to get to the meat of the matter. Have you ever seen an object, a person or have been to a place that is similar to something else you have seen or somewhere else you have been before? Did it ever occur to you that when you express these observations, there was a name for it? Yes, that name is simile. What is a simile? A simile is a figure of speech that makes a comparison, showing similarities between two different things using the words "like" or "as". For example, "He is as brave as a lion". Upon seeing an example of simile, I know most of you started to reflect and probably recall instances when you used similes and did not realize. For example, when you and one of your siblings were in a disagreement, you said "Yuh see yuh head how it big like breadfruit!". Yes, that is an example of simile too. So, I know that some of you students are probably saying "What is the point of similes and why do I have to learn about?", but they are very useful especially when writing. Below you will see a list of the importance of similes in out everyday speech and when writing. They colour language in a descriptive, enjoyable and creative way. They strengthen the comparison being made. They stir up associated emotions create new connections and emphasize certain characteristics in a way that is stronger than a literal description. Now that you can see how how similes add "spice" to our language, come on and let us learn how to use them effectively.

Tasks

There are several objectives that you should meet by the end of this lesson. 1. After engaging in an activity "picture illusion", you should be able to construct the definition of a simile. 2. After watching a video entitled "Similes in a Song", you should be able to make your own examples of similes. 3. After playing a game called "The Sensory Game", students should be able to demonstrate their understanding by creating a short story, poem, dub, dub or a song relating to the example of a simile you have made from the prior activity.

Process

LETS GET STARTED!

Procedure	Teacher's Task	Students' Task	Introduction:
	I will divide the class into two groups. One group will be labelled "like" and the other "as". Each group will be given three copies of an ink blot, from which both groups will describe or compare the pictures to another thing, person, place, etc. I will instruct students to interact with other students and discuss among themselves some possible comparisons. I will then conduct a discussion where a definition for similes will derive.		
Possible Questions:			
1. What did you notice that you were doing throughout the activity?			
2. Why did you liken a certain picture to the object, place or thing that you just stated?			
3. How did this comparison make the object being compared, more vivid?			
4. How effective was the usage of the words "like" and "as"?			
	You will describe the pictures by comparing it to something else that you have seen in your surroundings whether it be an object, place or someone. You are to consult with each other in this activity. You will then be required to participate in a discussion to create a definition of similes.		
Possible Answers:			
1. We were comparing the pictures to things that we have seen around.			
2. It was likened to that based on the colour, shape, size, etc.			
3. Even though there were similarities, the object was not the same as what we likened it to. However, there are some features that are the same as this. Therefore the use of the words "like" or "as" allowed us to see that these two things are only similar but are not exactly the same.			
	Development: I will play a video entitled "Similes in Songs" where students will be required to cite as many examples of similes that they see. With these similes, they will be required to explain the effectiveness by elaborating on the appropriateness of the comparison. A follow up activity will follow where students will use an example that they have cited to create other examples of simile. In this activity, students will take for example, "Shine bright like a diamond" and from the word 'diamond', they will be required to describe it. From the descriptive words given, for example, 'beautiful', the students, with my help, will formulate a simile sentence. For example, "The girl was as beautiful as a flower". You will be required to watch a video entitled "Similes in Songs" where you will list as many examples of similes that in the video. After this, you will be required to explain the effectiveness by elaborating on the appropriateness of the comparison made. Then you will use the examples that you have given to create a whole new simile on your own. In this activity, you will take, for example, "Shine bright like a diamond", and from the word 'diamond', you will be required to describe it. From the descriptive words given. For example, 'beautiful', you will, with my help, formulate a simile sentence. For example, "The girl is as beautiful as a flower".		
	Development: I will engage my students in a game called "The Sensory Game" where they will be divided		

into groups of three. Objects will be passed around such as a perfume bottle (smell), a colorful (sight), bag of sweets (taste), a soft ball (feel/touch), and a Bluetooth ear-phone (hearing). I will give my students thirty seconds (30) to observe these objects after which a discussion will take place where students will compare whatever they have observed about the objects to something else. For example, one of their responses may be "The dress is as pretty as a kaleidoscope of colors". After this activity is through, the groups that were formed earlier will have one representative to select a strip of paper from a raffle bag. On these strips of papers, is an activity that my students will be required to do. They will be required to either do a dub poem, a song or a dramatization involving the object and the simile that they have created from their comparison. You will be required to watch a video entitled "Similes in Songs" where you will list as many examples of similes that in the video. After this, you will be required to explain the effectiveness by elaborating on the appropriateness of the comparison made. Then you will use the examples that you have given to create a whole new simile on your own. In this activity, you will take, for example, "Shine bright like a diamond", and from the word 'diamond', you will be required to describe it. From the descriptive words given. For example, 'beautiful', you will, with my help, formulate a simile sentence. For example, "The girl is as beautiful as a flower".

Culmination: I will engage my students in a game called "The Sensory Game" where they will be divided into groups of three. Objects will be passed around such as a perfume bottle (smell), a colourful (sight), bag of sweets (taste), a soft ball (feel/touch), and a bluetooth ear- phone (hearing). I will give my students thirty seconds (30) to observe these objects after which a discussion will take place where students will compare whatever they have observed about the objects to something else. For example, one of their responses may be "The dress is as pretty as a kaleidoscope of colours". After this activity is through, the groups that were formed earlier will have one representative to select a strip of paper from a raffle bag. On these strips of papers, is an activity that my students will be required to do. They will be required to either do a dub poem, a song or a dramatization involving the object and the simile that they have created from their comparison. You will lay a game called "The Sensory Game" where you will be divided into groups of three. Objects will be passed around such as perfume bottles, a colorful outfit, a bag of sweets, a soft ball, and a Bluetooth earphone. You will be given roughly thirty (30) seconds to observe these subjects where a discussion will take place. In this discussion, you will compare the objects to another thing but this will be done by creating a sentence or sentences. For example, "The dress is as pretty as a kaleidoscope of colors". After this activity is through, the groups that you have formed, one person from these groups will take a strip of paper from a raffle bag. On these strips of papers, is an activity that you will be required to do. You will be required to either do a dub poem, a song or a dramatization involving the object and the simile that you have created from the comparison.

Evaluation

Category and Score					Score
				Total Score	

Conclusion

Teacher Page

Standards

Credits

Other