

# “Simile Stories”

**Lesson Plan by:** Liz Myers

**Lesson:** Learning what similes are and finding them among text  
minutes

**Length:** approx. 40

**Age or Grade Intended:** 4<sup>th</sup> Grade

**Academic Standard(s):** **Standard 3: Reading Literary Response and Analysis**

Students read and respond to a wide variety of significant works of children’s literature. The selections in the **Indiana Reading** ([www.doe.state.in.us/standards/readinglist.html](http://www.doe.state.in.us/standards/readinglist.html)) illustrate the quality and complexity of the materials to be read by students. Grade 4, students read a wide variety of fiction, such as classic contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.

**List**

At  
and

4.3.5 Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works.

- Simile: a comparison that uses *like* or *as*
- Metaphor: an implied comparison
- Hyperbole: an exaggeration for effect
- Personification: a description that represents a thing as a person

**Performance Objectives:** Given a list of lyrics for songs, the students will be able to recognize and write down the similes used within the text of the songs with complete accuracy finding all similes.

**Assessment:** The first assessment done by the teacher is by observation. While the students are working in groups to come up with their own similes, he/she will walk around and ask questions and watch to see if the students are getting the concept. This is the time to help the students understand the concept before they start to practice mastering it by themselves.

Another assessment will be done by asking review questions at the end of the lesson. The teacher will reiterate the concept of a simile. What is it and why do we use it? If the students are able to understand this with ease the teacher will move on. If not, there will be more explanation from the teacher.

The last assessment will be done by looking at the worksheet done at home. With this worksheet, the teacher can see if the student is able to write a simile and identify it within a written text.

**Advanced Preparation by the Teacher:**

- Find recording of Twinkle Twinkle Little Star, Mary Had a Little Lamb, Shoo Fly Don’t Bother Me, Daniel Boone, and It’s Not That Easy Being Green
- Print out copies for all worksheets.



“On this paper, you have words to different songs. As I play each song, I want you to follow along and after the song is over I want you to find the simile or similes in each song and underline them.”

8. Hand out the last worksheet and give direction to complete the similes at home and find three examples of similes in a book. (Intrapersonal Intelligence)

**Questions:**

- What is a simile? (Knowledge)
- How do you construct a simile? (Comprehension)
- Why do we use similes in our writing? (Application)

**Closure:** After the students have completed the song sheet, you will explain to them that they can also find similes within books, and give them a few examples. Ask the class the review questions above to ensure their understanding. For a last activity, hand out the last worksheets that have the subjects written on it. They will take this home and write similes for each subject on the page. At the bottom of the worksheet, they will find three examples of a simile within a book. The students need to provide the book title and author.

**Adaptations/Enrichment:**

- To adapt the lesson to your slow or quick learners, use simple subjects that everybody can relate to. The example that was used at the beginning of the lesson was ball. All kids can relate to a ball of some kind. When given adjectives from the class, make sure to give examples using simple adjectives for your slower learners and more complicated ones for your quick ones.

**Self-Reflection:**

- After this lesson is taught, I will evaluate the worksheets that each student did. If I feel they have mastered the concept of a simile, I will continue to the next lesson adding metaphors and have the compare the two. This lesson will be successful if all students are able to identify and use adjectives without help. I will be able to see this in the classroom during the activity and from their at home work.

**Resources:**

- <http://www.indianastandardsresources.org/standard.asp?Subject=eng&Grade=4&Standard=3>
- <http://64.233.167.104/search?q=cache:dCpUvNiSurkJ:eatonwebproject.delcomschools.org/lessons/English/Eaton%2520Lesson%2520Plan%2520-%2520Mezenina.+kids+songs+with+similes&hl=en&ct=clnk&cd=7&gl=us>