

Writing Similes with Anomia - **Suggested Grade Levels: 5-6**

RATIONALE/COMMON CORE STANDARDS:

CCSS.ELA-Literacy.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.L.5.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.5.5.a

Interpret figurative language, including similes and metaphors, in context.

CCSS.ELA-Literacy.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-Literacy.L.6.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

OBJECTIVE

Students will write similes.

MATERIALS

1. Paper, Pencils,
2. Anomia Game
3. Document Camera
4. Dictionaries
5. Thesauruses
6. Brainstorming Chart (Students should be able to make their own chart grids on notebook paper or in spiral notebooks. Student-document-self-creation is a note-taking skill that can be used in different curricular areas).

PROCEDURE

1. Play Anomia in small groups. Option for partners to play, thus having a total of 8 students (2 for each of the 4 players).
2. After each player accumulates 4 wins, all students turn their winning cards face-up.
3. Students pick 3 of the total 12 cards and write the category in column form.
4. In each column, students attempt to name at least 3 words to fit the category (the original winning word is not allowed).

Example:

| | <u>Extinct Species</u> | <u>Fish</u> | <u>Vegetables</u> |
|--------|------------------------|-------------|-------------------|
| Word 1 | Woolly Mammoth | Halibut | Carrot |
| Word 2 | Dodo Bird | Trout | Lettuce |
| Word 3 | Dinosaur | Flounder | Broccoli |

Students use these words to launch similes that end in “as -----as a -----“

Examples:

The kitten had fur that was as orange as a carrot.

The wet water balloon was as slippery as a trout out of water.

*The learning objective for this lesson is to write similes using the word, "As." Students can be encouraged to also write similes containing the word, "Like."

Examples:

My group of friends is so close that we feel as though we belong to a common stem, like bunches of broccoli attached together.

My dog is old, gray, and wrinkly like a dinosaur.

EVALUATION

Assessment requires the teacher to take note of the success of students in:

Teacher monitors groups during Anomia play and helps those who are finding the brainstorming a challenge.

Teacher evaluates similes. Are they written correctly?



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