**Host Teacher:** Christina Windhorst **Student Teacher:** Emily Heyden **Topic**: Test skills review**Date**: 4/18/13 **Grade level**:8th AIS **Room Number**: 114,124,107 **Period**: 1,3,6,8

**Context**

Students have previously been working on reading longer passages and responding to MC questions as well as long and short written responses.

**Objectives**

SWBAT define what a simile is, as well as determine how it is used in writing. Finally students will create their own similes

**Rationale**

1. Administrators- Students have been focusing on skills that can be used for the ELA state exam. This unit will allow them to continue using these skills while building them into new areas of study. This unit will work on literary skills that help garner understanding and will help them in high school
2. Students-With the ELA behind you, it is time to switch gears and work on some creative writing. The topics in this unit will allow you to participate in creative writing and collaboration of ideas.

**Background Knowledge and Skills**

Students are able to analyze written work. They have also been exposed to poetry and the literary devices we will be focusing on.

**Standards**

R-4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R-9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Procedure**

**Anticipatory set**

Do Now: Pens out, Notebooks out! Write down all that you know about poetry and figurative language.

**Instruction**

Students will be asked to take notes as I verbally and visually define what a simile is and how it can be used.

**Guided Practice**

In the presentation there are short examples of similes. As a class we will read them and determine why it is a simile

**Independent Practice**

Students will then be asked to read “The Willow and The Ginkgo” By Eve Merriam. They will need to read the poem and determine how simile is used. How is the willow described and how is the ginkgo described? Why was simile used to describe these trees?

**Closure**

Students will then be asked to create 3 short similes of their own.