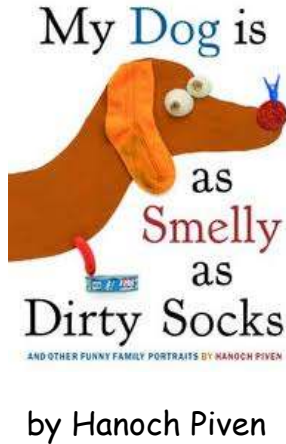


Writing Trait: IDEAS

Learning Intention: Students will learn how to write similes and afterwards, insert similes into their memoirs and stories.

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Before Reading:

PLOs: A4, A6

Discuss the cover illustration and book title, then share smelly pet stories. After sharing, have students predict what this book might be about.

Note: Although this book is written for young children, this writing lesson has been used in intermediate classes with lots of laughter and success.

During Reading:

PLO: B5

While reading, be sure to stop every once in a while and ask if each comparison makes sense. Can Dads be as stubborn as knots in a rope? Can babies be as loud as alarm clocks at times?

After Reading:

PLOs: B6, C1, C3, C4, C5, C6, C9

Make it clear to students that similes compare two things that are unlike, but the writer ties them together with something they have in common. Have students make a list of family members and make comparisons using the words *like* and as.

dad	as funny as a stand up comedian
sister	an annoying as a wasp on a summer day
brother	as bossy as a military sergeant
aunt	as generous as Santa Claus

Encourage students to add a snippet of poetry (a simile) into their writing. They even make an excellent ending.

Examples written by students:

My Dad's face was as red as a ripe tomato.



His Forehead was as wrinkled as a prune.



I could tell by the look on her face that she was as disappointed as a bear without honey.

