***Session 26***

**Focus**: Students will be able to understand the difference between similes and metaphors

**Materials**: student’s books, pencils, journal, similes and metaphors worksheet

**Genre**: Fiction

**Before Reading**: Now that we know how to think about the plot of a story, the characters in a story, and how the characters change, I feel like we are ready to think about how an author chooses words to write with.

Have you ever written a story for class? Did your story have a main character with feelings and a problem?

When you were a writer, did you try to describe your main character in creative ways?

Authors think carefully about how to describe a character, a setting, or a situation in their story. They want you to get the best “mental movie” when you read, so they use figurative language to do this. Have you learned about different types of figurative language in class yet? (If the student has not yet learned about figurative language, tell them that is okay OR choose to focus on just fiction books in their book baggie to review plot and character feelings). Figurative language is when a writer describes something by comparing it to another thing.

For example, if I said, “Cam Newton is as fast as a cheetah” I would be comparing Cam’s running ability to a cheetah’s speed. Is Cam really a cheetah? No. But my words made you think that he is super fast on the football field!

Today we are going to be practicing identifying and writing similes and metaphors. In your journal, I want you to write down:

|  |  |
| --- | --- |
| Simile | Metaphor |
| The author uses the words “Like” or “as” to compare 2 thingsExamples:The baseball flew across the field like a shooting star. | The author says that 2 different things are the same thing by using “is” “are” “was” “were”Examples:She is a ray of sunshine. |

Now let’s pick out a fiction book and look for the next 10 minutes for any similes or metaphors. If we don’t find any, that’s okay.

**During Reading**:

(After 10 minutes of reading out loud and searching for similes or metaphors, stop). Now let’s see if you can determine if the following sentences are similes, metaphors, or neither. Listen:

“The children were as quiet as mice when they tip toed down the stairs” (simile)

“I like to go to the playground” (neither)

“My dad is a grizzly bear when I wake him up in the morning” (metaphor)

“My school is like a zoo during dismissal time” (simile)

“The room was an oven in the summer time” (metaphor)

(If time, complete a worksheet on similes and metaphors attached)

**Writing activities**: Let’s try to write 2 similes and 2 metaphors. Can you remind me what words we need to use for a simile? What words do we use for a metaphor?

**After Reading**: Great job today! Remember, an author uses figurative language such as metaphors and similes to help us get a better “mental movie” of what is happening in the story.

**Closing**: Thank you for working with me today. I enjoyed our time together and I am so proud of the work you are sharing with me. I will return next (day of the week) to work with you. Please remember the following:

1. Fill out the teacher/mentor communication log
2. Check the school calendar for upcoming events
3. Check your personal calendar to determine scheduling conflicts. Remember, students are eager await your arrival and their mentoring time with you.
4. If you have any questions or concern, please share them with a school employee (teacher, counselor, assistant principal or principal, etc.) before leaving the building.