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| Vivid Verbs and Similes |  | Writing  7th  4/9/13 |
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| Overview Students will be able to implement Author’s Craft into their writing after learning creative ways on how to make up sentences with similes and vivid verbs.  Common Core  [CCSS.ELA-Literacy.W.7.3](http://www.corestandards.org/ELA-Literacy/W/7/3/) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  [CCSS.ELA-Literacy.W.7.3a](http://www.corestandards.org/ELA-Literacy/W/7/3/a/) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically  [CCSS.ELA-Literacy.W.7.3d](http://www.corestandards.org/ELA-Literacy/W/7/3/d/) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events  Step By Step   1. Begin with triggering knowledge about verbs and simile’s. Most students will already know what these things are but some may need a reminder. 2. Explain how and discuss how we can create vivid verbs. Have the students help come up with examples. 3. Use a cut out in a magazine (this can be anything), and make up practice sentences with the students using both similes and verbs. Write these examples on the board. Try to encourage students to make the sentences flow like a story would. This will help prepare them for the assignment 4. Explain the assignment. Let the students know that they will be given five minutes to find something to cut out from a magazine to write a one-page story about. This story should be fictional, and should be telling the life story of the object, person, or place. The story can be written in any genre, but it most consist of at least 4 similes and 4 vivid verbs. Also, because we learned about personification yesterday, they need to add one piece of personification as well.  Adaptations ESL Students: Be sure to include magazines from their countries, so they have to write about their own country and different things from it and about it.  Students who have fine motor difficulties will be aloud to use their computer to type their story and will have several different pictures already cut out for them to choose from.  Students with a CI won’t have a page requirement, but still will need to use at least two vivid verbs and two similes. Evaluation Formative Assessment: This will happen during the mini-lesson. I will monitor student’s comprehension of the lesson as students give me examples of similes and vivid verbs.  Summative Assessment: This will be the write up they do after the lesson. I will assess their ability to use vivid verbs and similes, and that they used them four times each in their fictional story. |  | Materials  * Many different types of magazines (ones that can have pages cut or ripped out), * Pencil * Paper * Whiteboard or chalkboard * Dry erase marker or chalk  Other Resources Idea adapted from Mr. Nestles Classroom, and *Teaching Middle School Writers*,by Laura Robb. |