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| <b>Topic/Lesson:</b> | <b>Similes – Atlantic sturgeon</b>   |
| <b>Objectives:</b>   | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify and explain what a simile is.</li> <li>• Create similes.</li> <li>• Demonstrate their knowledge of Atlantic sturgeon through their similes.</li> </ul>  |
| <b>Materials:</b>    | <ul style="list-style-type: none"> <li>• Atlantic sturgeon information</li> <li>• Dictionary</li> <li>• Composition paper</li> <li>• Pencils, erasers</li> </ul>   |
| <b>Vocabulary:</b>   | <ul style="list-style-type: none"> <li>• Atlantic sturgeon</li> <li>• Comparisons/comparing</li> <li>• Simile</li> <li>• Figurative language</li> <li>• “as” and “like”</li> </ul>   |
| <b>Procedures:</b>   | <ol style="list-style-type: none"> <li>1) Write “As fast as lightning” and “She ran like the wind” on the board.</li> <li>2) Ask students if they know what those two statements are called, and to brainstorm other similar statements that they might have heard before.</li> <li>3) After the two statements on the board have been compared and identified as similes, write the following definition on the board: “A simile is when you compare two nouns (persons, places or things) that are unlike, with "like" or "as.""</li> <li>4) Make a three column list on the board with the headings: persons, places, or things. Have students brainstorm items to list under each item, and then list each item under the appropriate heading.</li> <li>5) As a class, practice creating similes using two of the nouns from the list that was created.</li> <li>6) Review/recall background knowledge of Atlantic sturgeon. Provide students with the Atlantic sturgeon fact sheet (Located in the Sturgeon Information section of the binder and in the Sturgeon Information folder on the cd) or allow students to access the following website to locate information on sturgeon.<br/> <a href="http://www.greateratlantic.fisheries.noaa.gov/scutes">http://www.greateratlantic.fisheries.noaa.gov/scutes</a> </li> </ol> |

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|  | <p>7) Place students in partners, or allow students to choose partners.</p> <p>8) Inform students that their assignment is to create five similes about Atlantic sturgeon.</p> <p>9) Model how to create a simile about Atlantic sturgeon and write this on the board for students to reference. Example: Atlantic sturgeon are as heavy as a grizzly bear.</p> <p>10) Have partners begin working on creating their five similes for Atlantic sturgeon.</p> <p>11) Assess by walking around. Check in with students as needed.</p> <p>12) When students are finished, allow them to share their similes with other classmates who can try to identify what is being compared.</p> |
| <p><b>Accommodations/ Modifications:</b></p> | <ul style="list-style-type: none"> <li>• Preferential seating</li> <li>• Peer partnering/cooperative learning</li> <li>• Multiple step instructions/guidelines/strategy</li> <li>• Teacher check-ins</li> <li>• Modeling/scaffolding</li> <li>• Refocusing</li> <li>• Scribing when necessary/alphasmarts</li> </ul>   |

Students Collaborating to Undertake Tracking Efforts for Sturgeon

