

Lesson Plan: The Incredible Simile Machine

Subject: English Language Arts

Topic: Figurative Language - Similes

Student: J, age 13

Time Allotment: 10 Minutes

Materials Needed:

- Two small boxes or bowls.
 - **"Object" Cards:** 5-6 index cards with simple drawings or names of things J is interested in (e.g., "a dragon," "a Minecraft cube," "a skateboard," "a cat").
 - **"Description" Cards:** 5-6 index cards with simple adjectives (e.g., "fast," "bright," "soft," "brave," "loud," "cold"). Use a clear, dyslexia-friendly font.
 - **"Connector" Cards:** Two large, colorful index cards. One says **"like"** and the other says **"as."** Make these words stand out.
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Lesson Objectives

By the end of this 10-minute lesson, J will be able to:

1. Orally define a simile as a comparison using the words "like" or "as."
 2. Create at least two unique similes by combining objects and descriptions.
 3. Verbally identify a simile from a pair of sentences.
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Lesson Procedure

Part 1: The Secret Code (2 minutes)

Goal: Introduce the core concept of a simile in a simple, direct way.

1. **Engage:** Start by saying, "Today, we're going to learn a secret code writers use to make their descriptions more powerful and fun. It's called a simile."
2. **Explain:** Hold up the **"like"** and **"as"** cards. "The whole secret to a simile is using one of these two magic words to compare two different things."
3. **Model with a clear example:** Say, "For instance, instead of just saying 'The star is bright,' a writer using the simile code would say, 'The star is **as** bright **as** a diamond.' See how we compared the star to a diamond using the word 'as'? That gives you a much better picture in your head!"

Part 2: The Simile Machine (6 minutes)

Goal: To provide a hands-on, creative way for J to practice building similes without the pressure of writing.

1. **Set up the Machine:** Place the two boxes in front of J. Label one "Objects" and the other "Descriptions." Put the corresponding cards in each box. Place the "**like**" and "**as**" cards between the boxes.
2. **Teacher Demonstration (1 min):** Say, "Let's test our Simile Machine!"
 - Draw one card from the "Objects" box (e.g., "a cat").
 - Draw one card from the "Descriptions" box (e.g., "soft").
 - Pick a connector card ("**as**").
 - Say the complete simile out loud: "The cat is **as** soft **as** a cloud."
3. **J's Turn (5 mins):**
 - Encourage J to run the Simile Machine. Say, "Your turn! Pull one card from each box and choose a magic connector word to build your own simile."
 - J pulls an "Object" card and a "Description" card. He then uses either "like" or "as" to form a sentence out loud.
 - Let J create several combinations. Praise all attempts, especially the creative or funny ones! The goal is to understand the structure, not create perfect poetry. (e.g., "The dragon is **as** loud **as** thunder," or "The skateboard is **like** a rocket.")

Part 3: Spot the Simile! (2 minutes)

Goal: To quickly check for understanding in a low-stakes, verbal format.

1. **Assessment:** Say, "Great job! Now for the final test. I'm going to give you two sentences. You tell me which one is the simile."
2. **Round 1:**
 - "The race car was fast."
 - "The race car was **as** fast **as** lightning."
3. After J answers, ask, "How did you know?" (The expected answer is because it used "as" to compare two things).
4. **Round 2:**
 - "His smile was **like** sunshine."
 - "He had a nice smile."
5. **Closing:** End with positive reinforcement: "Excellent! You've cracked the simile code. Now you know how to make descriptions more exciting."

Differentiation & Accommodations

- **For Autism:** The lesson is highly structured with clear, predictable steps (Intro -> Activity -> Check). The "Simile Machine" provides a concrete, hands-on task. Using J's interests on the cards increases engagement.
- **For Dyslexia:** The lesson is almost entirely verbal and kinesthetic, removing the barrier of writing and reading complex texts. Cards use minimal text with clear, large fonts. Color-coding the "connector" words helps them stand out.