

# Discovering Language Arts

## Beginning Style, Structure, & Tone

### Teacher's Guide

**Grade Level:** 3–5

**Curriculum Focus:** Language Arts

**Lesson Duration:** 1 class period

#### Program Description

*Figurative Language: Polar Penguins* (5 min.) – Writers use figurative language to describe a feeling, an observation, or an idea.

*Powerful Paragraphs* (5 min.) – Paragraphs organize your writing, making it easier to read.

*Sentence Structure* (5 min.) – Simple sentences contain one subject and one predicate, while compound sentences combine two simple sentences with a coordinating word.

*Sentences: Don't Feed the Bears* (4 min.) – Imperative sentences make commands, and exclamatory sentences show strong feelings.

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#### Onscreen Questions

- Write a simile and an alliteration about penguins.
  - Write your own paragraph about bears. Remember to start with a topic sentence.
  - Write two simple sentences about bears. Then combine the sentences to make one compound sentence.
  - Write two new sentences about polar bears. Write one imperative sentence and one exclamatory sentence.
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#### Lesson Plan

##### *Student Objectives*

- Define “simile.”
- Define “alliteration.”
- Demonstrate the difference between a simile and alliteration.

##### *Materials*

- *Beginning Style, Structure, & Tone* video
- A short book about different weather conditions that includes illustrations or photographs
- Writing paper

- Pencils and erasers

### *Procedures*

1. Watch *Beginning Style, Structure, & Tone*. After watching the program, talk about simile and alliteration. What is a simile? What is alliteration? What are these two techniques used for? What is the difference between alliteration and simile?
2. Read a book about weather aloud to the class. As you are reading, show the students the pictures and have volunteers describe the images.
3. After reading the book, choose one type of weather and write it on the board. Write a simile describing this type of weather on the board. Have the class help you come up with a few more similes that would describe types of weather and write these on the board as well. Remind students who are struggling that a simile compares two different things that would seem unlikely, such as "The pounding rain feels like needles on my skin."
4. Next write an alliteration describing this type of weather on the board. Have the class help you come up with a few alliterations for this type of weather and write these on the board as well. Remind students that alliterations repeat the same beginning sound; for example, "Pellets of water pounded people in the park."
5. Tell students to choose two different types of weather discussed in the book, excluding the type of weather you chose for the class demonstration. Tell them to write down an alliteration and a simile for each of these types of weather.
6. Divide students into groups of two or three and have them share their alliterations and similes with one another. What were some of the different similes and alliterations students came up with?
7. Display the alliterations and similes in the classroom so that students may read them at their leisure.

### *Assessment*

Use the following three-point rubric to evaluate students' work during this lesson.

- **3 points:** The students were able to clearly define "simile," clearly define "alliteration," and wrote two clearly identifiable similes and two clearly identifiable alliterations about the weather.
- **2 points:** The students defined "simile," defined "alliteration," and wrote at least one identifiable simile and identifiable alliteration about the weather.
- **1 point:** The students were unable to define "simile," unable to define "alliteration," and did not write identifiable alliterations or similes about the weather.

## Vocabulary

### **alliteration**

*Definition:* The repetition of the same sounds or the same kinds of sounds at the beginning of words or in stressed syllables

*Context:* Alliteration and simile are two types of figurative language that writers often use.

### **consonant**

*Definition:* A speech sound produced by a partial or complete obstruction of the air stream by any of various constrictions of the speech organs; for example, "p," "f," "r," "w," and "d."

*Context:* Remember, alliteration is the repetition of the first consonants of words.

### **figurative**

*Definition:* Based on or making use of figures of speech; metaphorical

*Context:* Writers use figurative language to describe a feeling, observation, or idea.

### **sentence**

*Definition:* A grammatical unit that is syntactically independent and has a subject that is expressed or, as in imperative sentences, understood and a predicate that contains at least one finite verb

*Context:* Good writers use different types of sentences.

### **simile**

*Definition:* A figure of speech in which two essentially unlike things are compared, often in a phrase introduced by "like" or "as"

*Context:* Simile is the comparison of one thing to another thing using the words "like" or "as."

## Academic Standards

### **Mid-continent Research for Education and Learning (McREL)**

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit

<http://www.mcrel.org/compendium/browse.asp>.

This lesson plan addresses the following national standards:

- Language Arts—Writing: Uses the general skills and strategies of the writing process; Uses the stylistic and rhetorical aspects of writing; Uses grammatical and mechanical conventions in written compositions



- Language Arts – Viewing: Uses viewing skills and strategies to understand and interpret visual media

### **The National Council of Teachers of English (NCTE)**

The National Council of Teachers of English and the International Reading Association have developed national standards to provide guidelines for teaching the English language arts. To view the standards online, go to <http://www.ncte.org/about/over/standards/110846.htm> .

This lesson plan addresses the following English standards:

- Students use spoken, written, and visual language to accomplish their own purposes
  - Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes
  - Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities
  - Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts
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## **Support Materials**

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the Discoveryschool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>
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## **DVD Content**

This program is available in an interactive DVD format. The following information and activities are specific to the DVD version.

### *How to Use the DVD*

The DVD starting screen has the following options:

**Play Video**—This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.



**Video Index**—Here the video is divided into sections indicated by video thumbnail icons; brief descriptions are noted for each one. Watching all parts in sequence is similar to watching the video from start to finish. To play a particular segment, press Enter on the remote for TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.

**Curriculum Units**—These are specially edited video segments pulled from different sections of the video (see below). These nonlinear segments align with key ideas in the unit of instruction. They include onscreen pre- and post-viewing questions, reproduced below in this Teacher's Guide. Total running times for these segments are noted. To play a particular segment, press Enter on the TV remote or click once on the Curriculum Unit title on a computer.

**Standards Link**—Selecting this option displays a single screen that lists the national academic standards the video addresses.

**Teacher Resources**—This screen gives the technical support number and Web site address.

## Video Index

### I. Figurative Language: Polar Penguins

Writers use figurative language to describe things in a fresh and unique way. Learn about alliteration and simile, two types of figurative language.

### II. Powerful Paragraphs

Paragraphs are a simple way to organize your writing and make it easier to read. Discover new information about bears while learning how to write paragraphs.

### III. Sentence Structure

Simple sentences have one subject and one predicate. Compound sentences combine two complete thoughts.

### IV. Sentences: Don't Feed the Bears

Imperative sentences give a command. Exclamatory sentences show strong emotions.

## Curriculum Units

### 1. Using Alliteration and Simile

*Pre-viewing question*



Q: What words would you use to describe penguins?

A: Answers will vary

*Post-viewing question*

Q: Describe alliteration and simile.

A: Both alliteration and simile are forms of figurative writing. Alliteration is the repetition of the same starting sound in a series of words. Simile is the comparison of one thing to another thing using the words "like" or "as." Similes are figures of speech comparing two things, such as "The penguins looked like little tuxedos."

## **2. Writing Paragraphs**

*Pre-viewing question*

Q: How do you organize your writing in a report or essay?

A: Answers will vary.

*Post-viewing question*

Q: What is a paragraph? What are the rules to follow when writing a paragraph?

A: A paragraph is a group of sentences about the same main idea. Paragraphs organize your writing, making it easier to read. When writing a paragraph you indent the first word, start with a topic sentence, and then write a few supporting sentences about the same idea. When you switch to a new idea it is time to create a new paragraph.

## **3. Writing Simple and Compound Sentences**

*Pre-viewing question*

Q: What do you know about sentences and sentence structure?

A: Answers will vary.

*Post-viewing question*

Q: How are compound sentences different from simple sentences?

A: A simple sentence contains one subject and one predicate; for example, "Brown bears are solitary." The subject tells who or what the sentence is about and the predicate tells what the subject is doing. A compound sentence combines two simple sentences by using the connecting words "and," "or," and "but." Compound sentences still have one subject, but they have two complete ideas; for example, "Brown bears are solitary, but these brown bears gather together to fish in the river."

## **4. Imperative and Exclamatory Sentences**

*Pre-viewing question*

Q: What punctuation can be used to end a sentence?

A: Periods, question marks, and exclamation marks can be used at the end of a sentence.



*Post-viewing question*

Q: How are imperative and exclamatory sentences used?

A: Imperative sentences give a direct order to someone and can end with either a period or an exclamation point. Exclamatory sentences show strong feelings, such as excitement or fear. They end with an exclamation point.