



INSTRUCTIONAL LEADERSHIP *programme*

Concept Attainment

(Note: feel free to change, add etc., to these examples...just an example of how you can apply Concept Attainment)

Figures of speech #1
Similes and Metaphors

Notes re **Concept Attainment**

(this is a constructivist strategy...encourages analysis and inductive thinking...designed by Jerome Bruner)

Three Phases

1. Present the **focus statement** to guide student thinking and then the **data set** (you should be prepared to show 10 to 15 Yes and 10 to 15 No examples PLUS say 3 to 5 testers)
2. Have them **share hypotheses** and do the testers...**don't judge** as they share...wait
3. Have them make connections, look for patterns to other areas...generate examples...**apply what they've learned**

Directions

1. Focus on how writers, speakers make writing more interesting and make us think in different ways.
2. Compare the **A Side** examples and contrast them with the **B Side** examples
3. The A Side examples represent one technique; the B Side examples represent a different technique. Keep your ideas to yourself until asked to share.
4. You will also get 'testers' to check to see if you understand. Note: we will read the poem 'The Highway Man's Daughter to see how this author uses these two figures of speech

How are the **A side** examples the same; how are they different from the **B Side**

SIDE A

1. She was like a tornado unleashed when she didn't get her way.
2. His face was like cottage cheese clawed by a fork.
3. Like an anvil he sank to the bottom of the pool.
4. As if a vice had gripped his hand, he realized this was not a person you wanted to upset.

SIDE B

1. You're a pig; your bedroom is an explosion of filth!
2. Her grandmother's memory made computers look obsolete.
3. Her father was a magician with machines.
4. The dog was a machine when it came to fetching the ball...and finding treats.

How are the **A side** examples the same; how are they different from the **B Side**

SIDE A

- Canoeing up through the rapids was like pushing against a brick wall.
- The principal's office felt like being in a jail cell.
- It was as if the chef had a magic wand.
- He was as strong as an ox.

SIDE B

- The principal's office was a jail cell for student offenders.
- Easy. You're a feather to lift.
- Her mother-in-law's cooking was beyond torture.

How are the **A side** examples the same;
how are they different from the **B Side**

SIDE A

- Her thoughts were as transparent as glass...and that was her innocence.
- It fit like a glove.
- For her, hitting the golf ball was as natural as breathing.
- When the bear bit down it was akin to being pressed in a vice.

SIDE B

- The truck was a junk yard on wheels...and yet precious.
- The mountain was clearly going to be a silent threat to their survival.
- He was a fish in the water.
- My arms and toothpicks have a lot in common; non-threatening.

Check for Understanding

- Think to yourself, you've seen the A and B Side...How are the A Side figures of speech different from the B Side figures of speech.
- Write your hypotheses on your sheet of paper and when signaled, 'Snowball' your ideas
- Now read the one you picked up and check to see if others in the class think like you; be prepared to read your snowball to the class and to share your thinking.
- Now take about 30 seconds to pull your thinking together and I'll randomly call on three of you to share; Murphy's Law states I will pick you...so be ready.
- Try the testers on the next slide...all **A Side**, all **B Side** or perhaps they do not fit on either side.

Figures of Speech- Testers

A Side or B Side

- 1. His mind was a maze of mixed emotions.**
- 2. I was confused just like you.**
- 3. Skunks have nothing on you!!!**
- 4. Her paintings were akin to an alien's approach to love.**
- 5. The tree bent like an elastic band.**
- 6. As if I'd ever go out with you!!**
- 7. It was as if his feelings were locked inside a vault with no combination.**

Perkins 4 Questions-Simile

What is/are...?

1. **Structure:** saying that something is similar to something else using 'like' or 'as' or a synonym of those two words like 'akin'
2. **Purpose:** to make comparisons
3. **Model Cases:** He was like a hound dog when it came to solving murders. When he left it was as if a weight was lifted from her life.
4. **Value:** make writing more interesting, more insightful

Perkins 4 Questions: Metaphor

1. **Structure:** saying that something is something else; a direct comparison
2. **Purpose:** to make comparisons
3. **Model Cases:** He was a hound dog when it came to solving murders. When he left, her life became a rainbow of possibilities.
4. **Value:** make writing more interesting, more insightful

Check for Understanding

- Read the poem the Highway Man's Daughter
- On your own, underline where you see examples of Simile and Metaphor
- To you...does the author's use of simile and metaphor make the poem more interesting? How?

Extension: What do you think of the two below?

1. The inventor's insights, like a virus, invaded the minds of unsuspecting visitors.

2. Crests like cruel smiles swept over the bow; foretelling the fate of those onboard.

Note

- The last two examples illustrate how one can integrate or stack figures of speech.
- #1. contains alliteration, simile, and personification
- In #2, Crest like cruel smiles...contains four figures of speech in four words...from the book '*Shipping News*'...by Carol Shields, a Pulitzer-prize winning text.

1. simile, 2. alliteration, 3. personification, 4. oxymoron