Dress-Ups, Decorations, and Delightful Diversions

by
Lori Verstegen

Teacher's Resource

Also by Lori Verstegen:

All Things Fun and Fascinating Writing Lessons
Ancient History-Based Writing Lessons
Medieval History-Based Writing Lessons
Student Resource Notebook
Teaching with Games
U.S. History-Based Writing Lessons, Volume 1: Explorers to the Gold Rush
U.S. History-Based Writing Lessons, Volume 2: Civil War Era to the Present Day

Copyright Policy

Additional copies of this Teacher's Resource may be purchased from
IEW.com/DDD-B (spiral-bound book) or
IEW.com/DDD-E (e-book)

Welcome to Dress-Ups, Decorations, and Delightful Diversions!

You will find this download to be an invaluable resource when teaching some of the more challenging IEW elements of style—the decorations and the advanced dress-ups. In these files, you will find lesson ideas, samples from classic literature, exercises, and games to help you help your students become excited about using powerful literary devices.

FOR STUDENTS

While this product is primarily a teacher resource, the student file contains lesson pages students will need. In a class setting, Teacher, you can either print the student pages for your students as needed, or you can ask that each student's family purchase the resource, print the pages, and place them in two folders or notebooks:

> **Student Lesson Pages**
> **My Personal Collection of Elements of Style** (This section is in the Student Lessons file. It's right after the teeter-totters.)

Below is a description of each of these sections with recommendations for use.

STUDENT LESSON PAGES

These pages contain a section for each element of style. They do not have to be taught in order. When you desire to teach a particular element, turn to that section by using the table of contents. You will find an explanation of the element, ideas for teaching it, and pages of exercises the students may complete to help them understand, recognize, and create the element of style.

It is assumed that *students using this resource have already been taught the basic IEW dress-ups and are using them with no difficulty.* The following chart includes suggestions for when to teach each section with respect to the IEW units of structure. These are only suggestions. Any element may be taught with any unit.

FICTION UNITS (3, 5, 7) (Narrative Stories, Writing from Pictures, Creative Writing)	The Poetic Devices (alliteration, similes, metaphors, personification) 3sss
FACTUAL UNITS (4, 6, 8, 9) (Summarizing References, Research Reports, Formal Expository Essays, Critiques)	Question & Command Dramatic Openers & Closers Anecdotal Openers & Closers

Repetition (duals and triple extensions) and teeter-totters may be taught with any unit.

MY PERSONAL COLLECTION OF ELEMENTS OF STYLE

This section (right after the teeter-totters) contains pages to help students collect and organize the elements of style they find as they read quality literature. The pages will provide them with wonderful samples of each of the elements. In a class setting, allow time periodically for students to share the stylistic techniques they have found.

FOR PARENTS/TEACHERS

ANSWER KEY

These pages contain the answers to various exercises in the Student Lesson Pages.

REVIEW GAME

This game reviews almost all of the elements of style; however, if you would like to play it before you have taught them all, pick out only the cards that correspond to the devices you have covered. You should include at least three elements.

SELECTED BIBLIOGRAPHY

This is a list of literature used to compile examples of the various elements of style, both in the lesson pages and the games. I am grateful to my many students who read these books in order to help me collect the many examples of IEW elements of style used in great writing.

TWO SIMILE GAMES

GAME: SIMILE COVER-UP

This game is intended for Level A students who will find the *Simile Shenanigans* game too difficult. Teachers will read the beginning of a simile from children's literature. Students will then try to find the finish of it on their game boards. The game provides a fun, non-threatening time of hearing and contemplating similes and metaphors from skilled authors.

GAME: SIMILE SHENANIGANS

This game will provide hours of inspiration and fun as kids create and share similes and metaphors while trying to discern the words actually used by famous authors of classic children's literature. Play a few sessions in class; then, encourage families to print their own and continue playing at home.

Dress-Ups, Decorations, and Delightful Diversions

Student Lesson Pages

Student Lesson Pages

Contents

PRACTICE

Practice alliteration by rewriting each of the phrases on the following page. Replace the original words with words that begin with the letter _sound_ given in the parentheses. Use a thesaurus for help.

Remember**, there is always another way to say the same thing**, so play with words to achieve the effect you desire. You may add information to create more alliteration. You may be silly and make tongue twisters.

> **Example:** _happy young women_ **(G)**   _giggling girls gasped_

Make It a Game

To make this exercise a game, divide the class into teams or pairs. Use only three phrases at a time. Give the players about five minutes to work. Collect each team's phrases at the end of the time limit.

Read each team's answer for the first phrase. Write the points earned on the whiteboard. (See below for how to score.) Repeat with each of the other phrases. The team with the most points for all phrases wins.

Scoring

Points are earned for each word used that begins with the given letter <u>sound</u>. To earn more points, players may expand a phrase by adding more information. Below are some sample scorings using the sample phrase from above:

* ❖ <u>G</u>iggling girls gasped_(3)

* ❖ <u>G</u>regarious girls giggled as the gross gorilla gobbled grapes (7)

Optional: Let kids choose any sound to use rather than the sound given in parentheses.

1. A big wind went through the city. (T)

2. mad teenagers (A)

3. little rabbits jump (B)

4. The beach was pretty. (S)

5. large, pretty insects (B)

6. The queen's daughter entered the room. (P)

7. A child took the treats. (S)

8. a nice, brave ruler (K)

9. a group of pretty flowers (B) or (R)

10. Tired soldiers cried. (W)

11. A disturbed reptile hostilely came. (A)

12. A sad, small child walked unsteadily. (T)

13. The teacher gave a difficult question. (P)

14. The hurt big cat jumped. (L)

15. The wind blew. (W)

SIMILES AND METAPHORS

Similes and metaphors are two ways of describing one thing by comparing it to another.

- ❖ **A SIMILE** uses the word *like* or *as.*

  *The girl sang **like a nightingale.***

  *The boy was as tough **as nails.***

- ❖ **A METAPHOR** simply calls one thing another thing or uses one thing to mean another.

  Here is an example of a metaphor that calls one thing another thing:

  *John's face **was a cold stone**.*

Obviously, John's face is not really a stone. By comparing it to a stone, the metaphor is implying that he was showing no feelings, like a stone.

Here is an example of a metaphor that uses one thing to mean another (like a secret code, sort of).

  *He's got the whole world in **his hands.***

The world is not really in his hands. "His hands" is like a code word for "his care" because hands are symbols of caring.

SIMILE COVER-UP

TO PREPARE

- ❖ Print the game boards on the following pages onto card stock. Cut them out. (Each board has four words or phrases.)

  Note: Extra blank boards are provided to enable you to make your own boards. There are many similes in the *Simile Shenanigans* game that you could use.

- ❖ Cut out the individual game cards (the similes) that correspond to the game boards you will use (see note below). Shuffle and stack them. (Again, there are extra blank cards.)

- ❖ If you have more than seven players, divide them into 3–6 teams. Teams do not have to have an equal number of players. Give each team a game board.

- ❖ Give each team some type of tokens such as buttons, beans, or coins.

Important note: If you do not use all the game boards, the game will flow better if you remove the simile cards that match the answers on the boards you will not be using. (Check the numbers that follow each answer on the cards. They correspond to the number of the board upon which that answer is found.) This way, all the similes you read will have an answer on one of the boards in play.

TO PLAY

- ❖ The teacher picks the top card from the stack and reads the beginning of the simile.

- ❖ Players look at the words on their boards to determine if they have a word that might complete the simile. The teacher asks the players if they think they have a correct answer. She then reads the author's simile, and the player with that answer covers it with a token.

- ❖ Play continues in the same way until one player or team has covered all four words on their board. They yell, "Covered up!" and win the game.

a mad bull	cigar smoke
a cold hand	snow

3

a bowling ball	cats
a fancy collar	a youngster

4

G A M E

C A R D S

Alice in Wonderland

"It was opened by another footman in the livery, with a round face, and large eyes like…"

a frog (2)

Pagoo

"Jellyfish tentacles strike like…"

snakes (5)

Call It Courage

"Silence gripped them, and a chill of awe touched them like…"

a cold hand (3)

The Yearling

"Drops of silver slipping from the [water] wheel blurred together like…"

the tail of a shooting star (6)

Marlfox

"The Marlfox giggled like…"

a youngster (4)

Paddle to the Sea

"Ashes fell into the water like…"

snow (3)

❖ Teams try to finish the simile by writing their idea on a note card. The reader writes the author's answer (from the blue box) on his note card.

❖ Everyone passes their cards to the reader, who then shuffles and reads all the possible answers. (In a class, he/she should write the answers on the whiteboard.)

❖ If two or more answers are the same, the reader only needs to write that answer on the board once, but reading them all is helpful for players to see how popular that answer is.

❖ Be sure no one reveals which answers were provided by whom.

❖ Now each player or team (except the reader) must try to guess which of the possible answers is the one the author actually wrote. The reader must keep track of who guesses which. (Write initials or team names by the answers on the board.)

❖ After everyone has guessed, points are awarded as follows:

---

*Players/teams who guessed the **correct answer** from the choices on the board **receive 1 point.**

*Players receive **2 points for each time someone <u>else</u> guessed the answer they provided**.

*If players/teams actually **wrote the correct answer on their card, they receive 3 points** in addition to points they may have received from the above.

SCORE SHEETS

To make score keeping simpler, blank score sheets that you may copy for each team are on the following page. For each game, each team will need its own score sheet. It includes enough space for nine rounds, but in a class setting, you will most likely not have enough time to play all nine.

Cricket in Times Square

"Circles of silence moved through the crowd like…"

ripples in a pond

Johnny Tremain

"The music, small as _____,

filled that silence."

the chirping of a cricket

Rascal

"Porcupines can't throw their quills. These barbed harpoons, however, …stay in the flesh of enemies like…"

fishhooks

The Bible

"The angel of the Lord descended from heaven, and came and rolled back the stone from the door, and sat upon it. His countenance was like…"

lightning

The Big Wave

"The ground was covered with deep green moss… Everyday gardeners swept the moss with bamboo brooms until it was like…"

a velvet carpet

The Adventures of Tom Sawyer

"His boot toes were turned sharply up, like…"

sleigh runners

Marlfox

"Her voice was that of a true Marlfox, sweet as honey and deadly as…"

an adder's bite

Call It Courage

"Silence gripped them, and a chill of awe touched them like…"

a cold hand

Call It Courage

"The cords that held the mast hummed like…"

plucked wires

TEETER-TOTTERS

ADVERBIAL TEETER-TOTTERS

Adverbial teeter-totters are built around a verb because adverbs most often modify verbs. Two adverbs (-ly words) are placed before the verb. An adverbial clause (www.asia.because clause) is placed after the verb.
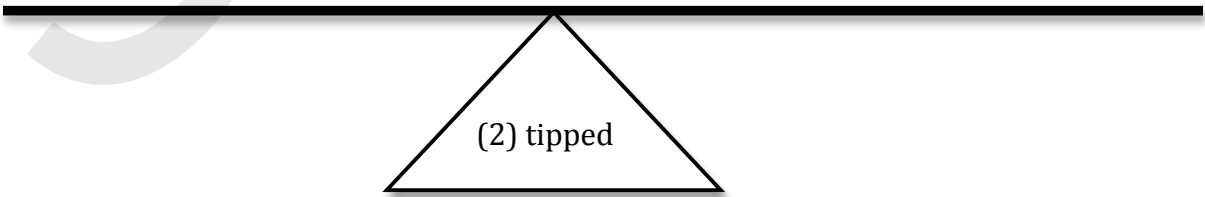
Directions: On the following page, try building some teeter-totters by following the steps below. In a class, you may work in small groups. Be sure to share your teeter-totters with the class after you are done.

1. Make the given noun more specific.

2. Place a strong verb in the fulcrum (triangle).

3. On the LEFT side of the teeter-totter, add two -ly words to modify your verb. Ask, "How or when did it *verb?*"

4. On the RIGHT side, add a www.asia.b/c clause (*when, while, where, as, since, if, although,* or *because*).

Example:

The vehicle

(1) The stagecoach (3) suddenly and uncontrollably   (4) as the terrified driver steered away from the cliff.
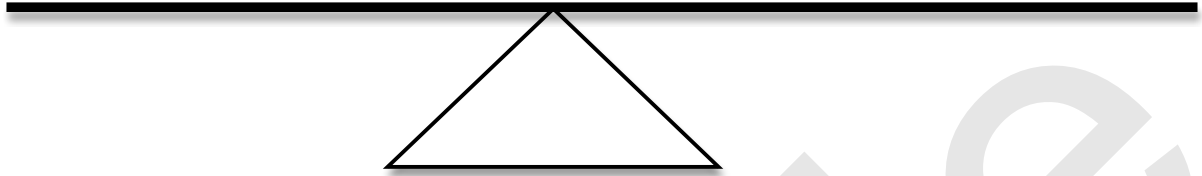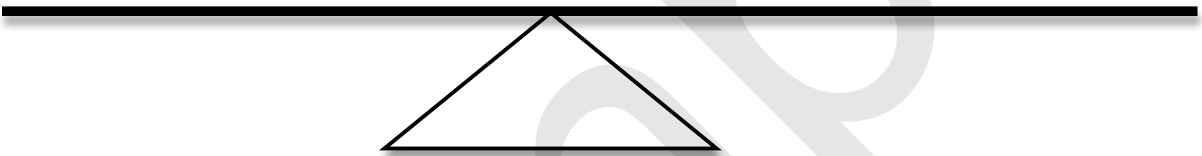
(2) tipped

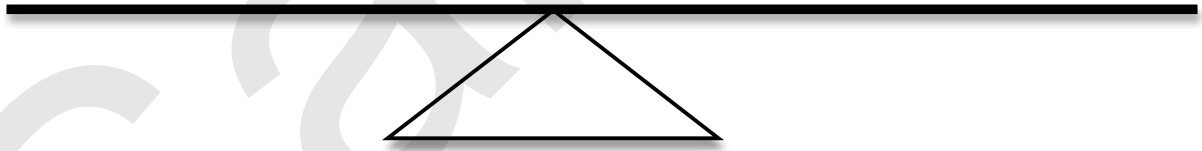**BUILD YOUR OWN ADVERBIAL TEETER-TOTTERS**

Follow the four steps on the previous page.

The boat

The bird

The moon

The soldier