



WORKSHEET 1

Activity 1

Read and form similes!

/Individual Activity/

Age Group: 7-11 years old

Aims: to develop global comprehension.

Rules: Version 1. The teacher reads the adjective, the student (who is just learning to read, or who has reading difficulties) looks at the picture and reads only the noun. The teacher reads all the simile together and the student decides whether the statement is correct.

Version 2. The student reads the given similes and the teacher checks whether the student reads correctly; the pictures facilitate the understanding of the read text.

Materials required: the worksheet.

A Sample:

RED AS  A LOBSTER	BUSY AS  A BEE
STRONG AS  A BEAR	WHITE AS  MILK
SLY AS  A FOX	BOASTFUL AS  A ROOSTER
BLACK AS  THE DEVIL	



Erasmus+

Activity 2

Read and insert appropriate words! /Individual Activity/

Age Group: 7-11 years old

Aims: to develop global comprehension.

Rules: Version 1. The teacher reads the beginning of a simile, the student finds and reads out the appropriate noun. If the student suffers of reading difficulties, the pictures next to the table will facilitate the reading process.

Version 2. The student connects the given similes and reads them out, the teacher checks whether the student has connected and read the similes correctly by asking to show the appropriate picture next to the table.

Materials required: the worksheet with the given similes.

A Sample:

Red as		a rooster	
Busy as		a lobster	
Strong as		a bee	
White as		the devil	
Sly as		a bear	
Black as		milk	
Boastful as		a fox	

Activity 3

Arrange the cards in order to form a sentence! /Individual Activity/ Age Group: 7-11 years old

Aims: to improve reading skills and to form declarative and interrogative sentences by using intonation.

Rules: Version 1. The student forms a sentence from the already known statements and chooses a corresponding punctuation mark. The teacher checks whether the cards have been chosen correctly. The students with reading difficulties are suggested to work with colourful cards, where the cards of each simile are in a different colour.

Version 2. The student reads the formed sentence repeatedly in accordance with the punctuation mark at the end of the sentence; the intonation has to specify whether it is a declarative sentence or an interrogative sentence. The teacher checks whether the student has read the sentence correctly and with the appropriate intonation. He/she changes the punctuation mark and asks the student to read the sentence again with another intonation.

Materials required: the word cards where each pair of similes is in the same colour.

A Sample:

Busy as

a lobster

a rooster

?

Boastful as

a fox

Strong as

Sly as

Red as

a bear

White as

milk

a bee