# Grade 5 Lesson 2

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# Marlins Think Tank: Fifth Grade Language Arts
## Lesson Plan #2

## OBJECTIVE.
**What is your objective?**

**Student will be able to:**

1. **RL.5.3.** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). *(compare and contrast)*

2. **RL.5.4.** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. *(descriptive and figurative language)*

## KEY POINTS.
**What knowledge and skills are embedded in the objective?**

1. A simile is the comparison of two unlike things using like or as.
2. A metaphor is the comparison of two unlike things not using like or as.
3. Personification is giving human qualities to an inanimate object (something that does not have life).
4. To compare means to look at the similarities between two things.
5. To contrast means to look at the differences between two things.

## ASSESSMENT.
Describe, briefly, what students will do to show you that they have mastered (or made progress toward) the objective.

Students will be able to identify the descriptive and figurative language present in two poems, and will explain the function of descriptive and figurative language in making literature more engaging.

## OPENING (10 min.)

**How will you communicate what is about to happen?**

**How will you communicate how it will happen?**

**How will you communicate its importance?**

**How will you communicate connections to previous lessons?**

**How will you engage students and capture their interest?**

Finish these sentences:

1) I am as hungry as a ___________________________.
2) I am as mad as a ___________________________.
3) My sheets are soft like ___________________________.
4) My heart is beating like a ___________________________.
5) The wind sighed, “________________________.”
6) The chair whined, “________________________.”

When you are done, compare your answers with a partner!

After students have written for five minutes, the teacher will begin: Let's share some of your ideas! (Calls on hands) Beautiful! Does anyone know what you just created? That's right! You created similes, metaphors, and examples of personification.

Our Do Now was all about **SIMILE, METAPHOR, and PERSONIFICATION.** These are examples of descriptive and figurative language, which are incredibly important in developing interesting writing!

Today you are going to learn how to find the descriptive and figurative language of a piece of writing. You are also going to learn how to use a tool to compare and contrast, which is important in analyzing characters and relationships in and between texts.

## MATERIALS.

- **PowerPoint**
- **Student Notebooks**
**INTRODUCTION OF NEW MATERIAL (20 min.)**

How will you explain/demonstrate all knowledge/skills required of the objective, so that students begin to actively internalize key points? ☐

Which potential misunderstandings do you anticipate? How will you proactively mitigate them? ☐

How will students interact with the material? ☐

Students will complete the "Marlins Think Tank: Fifth Grade Descriptive and Figurative Language Practice" handout, while the teacher reads the following from the PowerPoint:

- A simile is a comparison of two unlike things using the words like or as.
- Let's read the examples as a class, before you create your own!
- A metaphor occurs when an author compares two unlike things, but does not use like or as. It is a direct comparison.
- For example, "Her home is a prison." We are comparing the home to a prison, without like or as.
- Personification is giving human qualities to an inanimate object (something that does not have life).
- For example: The rain kissed the girl; The toaster slapped the bread red; Her backpack pulled her down.

After each definition is given, students will be given a series of practice questions for which they will create their own similes, metaphors, and examples of personification. Students will likely only need about five minutes to write down definitions; they may use the remaining fifteen minutes to create their own examples. If there is time to spare, students may share their answers whole-group.

**GUIDED PRACTICE (15 min.)**

How will students practice all knowledge/skills required of the objective, with your support, such that they continue to internalize the key points? ☐

How will you ensure that students have multiple opportunities to practice, with exercises scaffolded from easy to hard? ☐

"Casey at the Bat" is one of the most famous poems ever written, and it is filled with descriptive and figurative language. Each member of the class will have the opportunity to read a stanza (that's a paragraph in a poem) aloud. If we have time, we will try to memorize our lines!

As we read, look at the chart on the "Marlins Think Tank: Fifth Grade Descriptive and Figurative Language Practice" sheet. First, give the definition of the literary device. Then, locate examples of the literary device in the "Casey at the Bat" poem. If there isn't something present in the poem, simply write "not present."
**INDEPENDENT PRACTICE (10 min.)**
How will students independently practice the knowledge and skills required of the objective, such that they solidify their internalization of the key points prior to the lesson assessment?

Now you will have the opportunity to create a Venn Diagram. A Venn diagram is a tool that it used to compare and contrast two things.

To compare means to look at what things have in common. To contrast means to look at what is different between two things.

On your practice sheet, you have a blank Venn diagram drawn for you. Spend five minutes and think about your favorite sports team. What does that team have in common with the Mudville Nine? What is different about them?

**Lesson Assessment:** Once students have had an opportunity to practice independently, how will they attempt to demonstrate mastery of the knowledge/skills required of the objective?

Teachers will utilize the exit slips (the closing activity) and the “Casey at the Bat” charts to determine if students mastered the objective: identifying descriptive and figurative language.

**CLOSING (5 min.)**
How will students summarize and state the significance of what they learned?

Today we covered two very important topics: descriptive and figurative language, and compare and contrast. For our closing, I would like you to complete the “Exit Slip” at the end of your “Marlins Think Tank: Fifth Grade Descriptive and Figurative Language Practice” handout. Great job today!

You have a very important homework assignment: You must begin writing your essay for the Breaking Barriers Essay Contest, which is hosted by the Miami Marlins.

Write an essay about a barrier that you have faced. Explain how you used one or more of Jackie Robinson’s nine values to face this barrier. The nine values include: courage, persistence, justice, determination, integrity, teamwork, citizenship, excellence, and commitment. Use the “Breaking Barriers Essay Contest” handout to help you. We will review and improve your essays in class before we submit them!
What is a simile?

For example:

Happy as a little puppy getting fed.
Happy as kids at Disney World.
Happy as winning a new car.
Happy as a dog with a dozen bones.
Happy as a car getting a car wash.
Happy as a person in a country full of money.
Happy as a waffle when he sees syrup coming

Now you try:

Fast as ________________________________________________________________.
Trees move like ________________________________________________________.
My street sounds like ____________________________________________________.
Happy as _____________________________________________________________.
The sun looks like _____________________________________________________.
Red sounds like _______________________________________________________.
The moon seems like ____________________________________________________.
The wind whispers like __________________________________________________.
Michael Jordan plays basketball like ________________________________________.
Silent as ____________________________________________________________.
Rich as _______________________________________________________________.
Poor as ________________________________________________________________.
Small as ________________________________________________________________.
Big as ________________________________________________________________.
Grandma’s faced is lined like ____________________________________________.
Rain falls like _________________________________________________________.
Disappointed as ________________________________________________________.
Night is like __________________________________________________________.
Day begins like ________________________________________________________.
Careful as ____________________________________________________________.
My grandfather snores like ______________________________________________.
What is a metaphor?

For example, “Her home is a prison.” We are comparing the home to a prison, without like or as.

Now you try:

- Homework is
- Spring is
- Silence is
- My future is

What is personification?

For example:

- The rain kissed the girl
- The toaster slapped the bread red.
- Her backpack pulled her down.

Now you try:

- My socks
- The clouds
- The toilet paper
- The lipstick
# Finding Literary Devices in the “Casey at the Bat” Poem

**Directions:**

1. Give the definition of the literary device.

2. Locate an example of the literary device in the “Casey at the Bat” Poem. If there isn’t something present in the poem, simply write “not present.”

<table>
<thead>
<tr>
<th>Literary Device</th>
<th>Definition</th>
<th>Example (write the actual verse here)</th>
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<td>Simile</td>
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<td>Metaphor</td>
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<td>Personification</td>
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The Mudville Nine

Your Favorite Sports Team
Read the following poem. Then answer the following questions.

Family Photo
By Ralph Fletcher

One last picture before we head off in different directions.

One last group shot of all of us, smirking, with rabbit ears.

Three generations, kids on shoulders, a baby cousin on my lap.

And in the middle Grandma and Grandpa who started all this.

We’re ripples in a pond spreading out from a stone they threw.

Predict: What might the poem be about based on the title?

Impressions and summaries:

Write a paragraph about the function of metaphors and personification in the poem. Remember to state the effect of the figurative language, give example(s), and then explain their significance.

___________________________________________________________________
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___________________________________________________________________
Casey at the Bat

by Ernest Lawrence Thayer ©

Published: The Examiner (06-03-1888)

The Outlook wasn't brilliant for the Mudville nine that day:
The score stood four to two, with but one inning more to play.
And then when Cooney died at first, and Barrows did the same,
A sickly silence fell upon the patrons of the game.

A straggling few got up to go in deep despair. The rest
Clung to that hope which springs eternal in the human breast;
They thought, if only Casey could get but a whack at that -
We'd put up even money, now, with Casey at the bat.

But Flynn preceded Casey, as did also Jimmy Blake,
And the former was a lulu and the latter was a cake;
So upon that stricken multitude grim melancholy sat,
For there seemed but little chance of Casey's getting to the bat.

But Flynn let drive a single, to the wonderment of all,
And Blake, the much despis-ed, tore the cover off the ball;
And when the dust had lifted, and the men saw what had occurred,
There was Jimmy safe at second and Flynn a-hugging third.

Then from 5,000 throats and more there rose a lusty yell;
It rumbled through the valley, it rattled in the dell;
It knocked upon the mountain and recoiled upon the flat,
For Casey, mighty Casey, was advancing to the bat.

There was ease in Casey's manner as he stepped into his place;
There was pride in Casey's bearing and a smile on Casey's face.
And when, responding to the cheers, he lightly doffed his hat,
No stranger in the crowd could doubt 'twas Casey at the bat.

Ten thousand eyes were on him as he rubbed his hands with dirt;
Five thousand tongues applauded when he wiped them on his shirt.
Then while the writhing pitcher ground the ball into his hip,
Defiance gleamed in Casey's eye, a sneer curled Casey's lip.
And now the leather-covered sphere came hurtling through the air,
   And Casey stood a-watching it in haughty grandeur there.
   Close by the sturdy batsman the ball unheeded sped-
   "That ain't my style," said Casey. "Strike one," the umpire said.

From the benches, black with people, there went up a muffled roar,
   Like the beating of the storm-waves on a stern and distant shore.
   "Kill him! Kill the umpire!" shouted someone on the stand;
   And its likely they'd a-killed him had not Casey raised his hand.

   With a smile of Christian charity great Casey's visage shone;
      He stilled the rising tumult; he bade the game go on;
      He signaled to the pitcher, and once more the spheroid flew;
      But Casey still ignored it, and the umpire said, "Strike two."

"Fraud!" cried the maddened thousands, and echo answered fraud;
      But one scornful look from Casey and the audience was awed.
      They saw his face grow stern and cold, they saw his muscles strain,
      And they knew that Casey wouldn't let that ball go by again.

The sneer is gone from Casey's lip, his teeth are clenched in hate;
      He pounds with cruel violence his bat upon the plate.
      And now the pitcher holds the ball, and now he lets it go,
      And now the air is shattered by the force of Casey's blow.

   Oh, somewhere in this favored land the sun is shining bright;
      The band is playing somewhere, and somewhere hearts are light,
      And somewhere men are laughing, and somewhere children shout;
      But there is no joy in Mudville - mighty Casey has struck out.

Casey at the Bat by Ernest Lawrence Thayer ©
Lesson 2

1. RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). *(compare and contrast)*

2. RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. *(descriptive and figurative language)*
Finish these sentences:

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When you are done, compare your answers with a partner!
But...WHY?

- Our Do Now was all about *SIMILE, METAPHOR, and PERSONIFICATION*. These are examples of descriptive and figurative language, which are incredibly important in developing interesting writing!

- Today you are going to learn how to find the descriptive and figurative language of a piece of writing. You are also going to learn how to use a tool to compare and contrast, which is important in analyzing characters and relationships in and between texts.
Let’s Talk Simile

- A simile is a comparison of two unlike things using the words like or as.
  - Let’s read the examples as a class.
  - Then, you are going to have ten minutes to create your own similes!
- How do similes help make a poem stronger?
For example:

Happy as a little puppy getting fed.
Happy as kids at Disney World.
Happy as winning a new car.
Happy as a dog with a dozen bones.
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Now you try:

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Metaphor

- A metaphor occurs when an author compares two unlike things, but does not use like or as. It is a direct comparison.
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    ________________________________________________________________.
Personification

- Personification is

- For example:
  - The rain kissed the girl
  - The toaster slapped the bread red.
  - Her backpack pulled her down.

- Now you try:
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  - The clouds
  - The toilet paper
  - The lipstick
Casey at the Bat

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Independent Practice: Venn Diagram

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Closing

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