

Lesson Plan

Subject: Reading/Language Arts

Grade Level: 5th Grade / Elementary (RESOL)

ELLs' Levels: WIDA Levels: Listening 3, Speaking 4, Reading 2, Writing 1.5

Listening: Josue will be able to follow multi-step directions, **Speaking:** offer creative solutions to issues/problems, answer opinion questions with supporting details, give oral feedback about content, **Reading:** Follow visually supported written directions, identify facts and explicit messages from illustrated texts, **Writing:** Communicate Ideas by drawing, and answer oral questions with single words

Topic: Identifying Figurative Language through Art

Overall Focus for the Two-Day Lesson Plan:

Students will understand how to identify Literary Devices (Similes and Metaphors) in various contexts and incorporate what they learned into art mediums (Art, Poetry, Dance).

Florida Standards (CPALMS):

ELD.K12.ELL.LA.1

LAFS.6.L.3.5

LAFS.6.L.3.AP.5b

LAFS.1.RI.2.5

LAFS.2.RF.4.AP.4a

LAFS.2.RF.4.4

VA.5.C.1

Literacy Strategies :

Group Analysis

Think – Pair – Share

Silent/Independent Reading

Aloud Reading

Journaling

Creative Outlet

Bell ringer

Exit Ticket

Textual Materials:

- Handout of Poem “Bright Star”– Physical reference for students

<http://camdenp.blogspot.com/2016/03/poetry.html>

- **Handout of Printed Instructions – Physical reference for students**
 - **Handout of Vocabulary/Definitions – Physical reference for students**
 - **Handout of Simile and Metaphor examples – Physical reference for students**
- <https://teacherblog.evan-moor.com/2018/10/15/how-to-teach-figurative-language-similes-and-metaphors-for-grades-3-6/>

Additional Material :

- **White Printer Paper**
- **Art supplies/Stickers/etc**
- **Pencils, Colored Pencils, Markers**
- **Eraser**
- **High lighters**
- **Dictionary**
- **Composition Books/Journals**

Body of the Lesson Plan-Day One (60-minutes total)

Teacher Talk: Introduce the lesson

Before Reading Activity

Activity: Bell Ringer (20 mins)

The first activity that I will be introducing is the bell ringer. The bell ringer will serve as an introduction to the main activity students will participate in for the **after reading** section. The bell ringer will consist of me asking the class what they believe the literary devices “Simile” and “Metaphor” are – I will instruct them to write their answer in their journals (5 mins) and ask students to verbally respond when called on (5 mins), next, I will then reinforce their understanding by providing them with the definition, as well as 4-5 examples (5 mins) and then allow students to respond with their own examples written in their journals a/o verbally to gauge comprehension (5 mins)

Accommodations for ELLs:

I will accommodate ELLs by proper scaffolding, monitoring, repetitive reinforcement, clarification, and examples. Incorporating the use of multiple ways to respond to the bell ringer/prompt is a positive strategy used to accommodate ELLs and a culturally based curriculum overall. In this case, Josue can benefit greatly from this activity because it pushes the student to learn and respond in various ways, especially areas that the student needs improvement in (reading, writing,) and reinforces areas that are already established (speaking and listening). All questions and examples will be written on the board.

During Reading Activity

Activity: “Bright Star” poem introduction (30 mins)

During this activity, I will introduce “Bright Star” poem.

I will first start by writing the title of the poem, “Bright Star” on the board and ask the students to get in groups (**Think-Pair-Share**) and make educated guesses or inferences about what they believe the poem will be about based on the title using context clues. – This activity promotes imagery and imagination, creative integrity, comprehension, and collaboration that is beneficial to learning and serves as an important precursor to the after reading activity. (5 mins)

This will be a silent reading (10 mins) and will require students to identify similes and metaphors on their own by circle (S) and underline (M). Students will have their handout to refer back to if needed.

Next, I will read the poem out loud to the class and will ask students to verbally recall S and M that they found and scaffold any that they have missed by dissecting the poem by each stanza to reinforce understanding and overall comprehension. (10 mins)

Accommodations for ELLs:

I will also allow 2-5 minutes for any questions students may have (accommodations). *I will distribute handouts of the poem as well as other necessary handouts with important vocabulary and definitions.* The assignment consists of a lot of guidance from the teacher with a balance of silent reading. This allows for Josue to get a feel of working independently to measure his retention of what he just learned. After, he is able to reinforce his understanding working with the class as a whole. The group activity (Think-Pair-Share) allows Josue to collaborate with other students which will allow him to expand his listening and oral feedback skills and will help him retain information being that speaking is a familiar area for him. I will scaffold and monitor as needed.

After Reading Activity

Activity: Exit Slip (10 mins)

Exit slip - Students will be write about one thing they learned or wanted to know about the during reading activity overall. They will also be assigned a home learning assignment that requires them to study the vocabulary handout + review simile and metaphor handout + review poem in prep for day two.

Body of the Lesson Plan-Day Two (60-minutes total)

Teacher Talk: Introduce the lesson

Before Reading Activity

Activity: Demonstration of main activity/Q&A (10 mins)

I will introduce the activity they will be working on with explicit instructions. Next, I will provide visual and physical examples of the **during reading** activity. Students will be shown physically what the dance, art, and poetry finished products look like by previous students work and from the teacher.

Accommodations for ELLs:

Materials will be readily available, as well as directions taped onto table. I will ask ELLs students if they need any clarification about the assignment, vocabulary, or examples provided – this time can be used for any remaining questions. The visual examples work best for Josue.

During Reading Activity

Activity: Creation Stations (Think-Pair-Share – Expanded) (30 mins)

Students will be situated into small groups of two (2) and will be instructed to read the poem together (5 mins) and then formulate a response to the poem through a creative outlet (25 mins) at their assigned creation station.

Directions:

Students must identify similes and metaphors in a creative way at their assigned creation station.

- 1. Art:** Read the poem with your partner and find a sentence that has one simile and one metaphor. Draw a picture of your own interpretation of a simile and metaphor you found in the poem. **One member should draw a picture of a simile, and one member should draw a picture of a metaphor.**

-OR-

- 2. Poetry:** Create a unique poem with your partner using:

- (1) Two or more vocabulary words
- (2) at least one simile and one metaphor

-OR-

- 3. Dance:** Create an interpretive dance with your partner that portrays one sentence in the poem with a simile and one sentence in the poem with a metaphor. Write your findings in your journal. Rehearse your dance.

Accommodations for ELLs:

Students will be placed into small collaborative groups of two based on what caters to each student's individual WIDA levels. Josue needs work expanding his reading and writing skills so he will be placed in the art creation station. This station will allow him to practice his reading

skills by referring to the poem often and drawing his own similes/metaphors down with his partner. It also expands on Josue's can do descriptor in reading and writing (drawing, illustrations, etc) I will have the directions of the activity and the poem taped to the table for reference. I will read the directions aloud. I will walk around the room and scaffold as needed.

After Reading Activity

Activity: Show & Tell + Exit Ticket (20 mins)

Students will be instructed to showcase their artwork to the class depending on the art form assigned (Art, Dance, Poetry) "Creation Stations" (6 mins for each group=18 mins)

Exit Ticket: Students will be asked to raise hand and give a short feedback a/o questions about their own experience with the assignment in their journals or the option to raise hand and verbalize what they have seen or heard. (2 mins)

Assessment of Standards

Florida Standards	Assessment Tool
1. ELD.K12.ELL.LA.1 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	ELLs will be able to successfully complete activities that will best support the student's individual WIDA level and overall growth in reading. <i>(Full lesson is accommodated for ELL students to exercise and expand reading development)</i>
2. LAFS.6.L.3.5 Write routinely over shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	Student will be able to reinforce writing skills by writing daily journal entries. <i>(Bell ringer, exit ticket, written responses during activity)</i>
3. LAFS.6.L.3.AP.5b Use figurative language in context, including similes and metaphors.	Students will be able to identify similes and metaphors by definition and use them in various contexts.

	<i>(Simile and Metaphor Identification in poem activity, Creation Station activity)</i>
4. LAFS.1.RI.2.5 Know and use various text features to locate key facts or information in a text.	Students will be able to make inferences about what the poem may be about using context clues in the title. <i>(Bell Ringer)</i>
5. LAFS.2.RF.4.AP.4a Practice self-monitoring strategies to aid comprehension.	Students will be able to conduct independent work, self-correct, create art, confirm predictions, and make feedback about the activity. <i>(Independent reading, self-correction, autonomy during art section, feedback)</i>
6. LAFS.2.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	Students will be able to exercise reading skills with independent and group reading throughout the lesson. <i>(Silent reading, group reading, paired reading)</i>
7. VA.5.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	Students will be able to create an art response with the use of similes and metaphors through the implementation of the “creation station” activity. <i>(Students will give feedback about activity through the exit ticket. Students will participate in a show and tell.)</i>

Name: _____
Grade/Subject: _____

Date: _____
Teacher: _____

Creation Stations: Similes & Metaphors

Directions:

Read the poem with your partner and identify similes and metaphors in a creative way at your assigned creation station.

Art: Read the poem with your partner and find a sentence that has one simile and one metaphor. Draw a picture of your own interpretation of a simile and metaphor you found in the poem. **One member should draw a picture of a simile, and one member should draw a picture of a metaphor.**

-OR-

Poetry: Create a unique poem with your partner using:

- (1) Two or more vocabulary words
- (2) at least one simile and one metaphor

-OR-

Dance: Create an interpretive dance with your partner that portrays one sentence in the poem with a simile and one sentence in the poem with a metaphor. Write your findings in your journal. Rehearse your dance.

Definitions:

Simile – A figure of speech comparing two unlike things using “like” or “as”

*Ex; Your eyes are **like** sunshine*

Metaphor – A figure of speech to make a comparison between two things that are not alike, but have something in common using **is, are, were, was.**

*Ex; “You **are** my sunshine”*

Name: _____
Grade/Subject: _____

Date: _____
Teacher: _____

My “Bright Star” Vocabulary Words

<i>Word</i>	<i>Definition</i>
Simile	A figure of speech comparing two unlike things using “like” or “as” <i>Ex; His cheeks are as red as a rose</i>
Metaphor	A figure of speech that is used to make a comparison between two things that aren’t alike but has something in common using is, are, were, was. <i>Ex; Her tears were a river flowing down her cheeks</i>
Dashing	To run or travel somewhere in a great hurry
Exquisite	Extremely beautiful and delicate
Lone	Having no companions, solitary, or single
Goosebumps	Small bumps on the skin when you are cold, in fear or excited
Tickles	To touch or brush with light movement
Sledding	The activity of sliding or traveling downhill over snow on a sled
Tune	A song or lullaby
Dancing	An act of stepping or moving through a series of movement
Ballerina	A female ballet dancer
Bright	Giving off or filled with much light
Twinkling	To shine with a light that flickers
Winking	To close and open one eye quickly to signal a hint or blink
Flashing	A sudden burst of light

Name: _____
Grade/Subject: _____

Date: _____
Teacher: _____

Directions: Read the poem and circle all similes and underline all metaphors you can identify.

Bright Star

By: Camden Coburn

Dashing through the dark black sky,
as black as space.
The star is bright and exquisite.
The grass tickles
underneath my feet.
The wind passes by,
goosebumps spread down my arm,
like a boy sledding down a hill.
How far will you go?
Will you ever stop?
As bright as a glowing light bulb,
twinkling high in the air.
Dancing like a ballerina,
around the moon.
Are you winking at me?
Thoughts pop into my head.
I stand and watch,
the lone star in the sky.
Crickets hum a tune,
the star brightens up the night,
flashing on and off.
I feel warm inside.

Similes

busy as a bee



sparkle like diamonds



hungry as a bear



flat as a pancake



hard as a rock



Metaphors

The sun was a gleaming pearl.



My baby brother is a cute little teddy bear.



My sister's memory is a camera that remembers everything we see.



The car seat is a fluffy cloud.



Custard is happiness in a bowl.



Evan-Moor.