

Grade 5

Item	Page
Lesson Plan	Page 2
Student Activity Handout 1 <i>(Descriptive and Figurative Language Practice)</i>	Page 5
Student Activity Handout 2 <i>(Casey at Bat Handout)</i>	Page 10
PowerPoint Presentation <i>(Go to View->Full Screen)</i>	Page 13



Marlins: Language Arts Lesson Plan

VISION-SETTING	OBJECTIVE. What is your objective? □	KEY POINTS. What knowledge and skills are embedded in the objective? □
	<p><i>Student will be able to:</i></p> <ol style="list-style-type: none"> 1. 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). (<i>compare and contrast</i>) 2. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (<i>descriptive and figurative language</i>) 	<ol style="list-style-type: none"> 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.
	<p>ASSESSMENT. Describe, briefly, what students will do to show you that they have mastered (or made progress toward) the objective. □</p> <p>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.</p>	
DETERMINING METHODS	<p>OPENING (10 min.) How will you communicate <i>what</i> is about to happen? □ How will you communicate <i>how</i> it will happen? □ How will you communicate its <i>importance</i>? □ How will you communicate <i>connections</i> to previous lessons? □ How will you engage students and capture their interest? □</p>	MATERIALS.
	<p>Finish these sentences:</p> <ol style="list-style-type: none"> 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, “_____.” <p>When you are done, compare your answers with a partner!</p> <p>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.</p> <p>Our Do Now was all about <i>SIMILE, METAPHOR, and PERSONIFICATION</i>. These are examples of descriptive and figurative language, which are incredibly important in developing interesting writing!</p> <p>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.</p>	<p>PowerPoint</p> <p>Student Notebooks</p>
	<p>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? □</p>	

<p>Students will complete the “Fifth Grade Descriptive and Figurative Language Practice” handout, while the teacher reads the following from the PowerPoint:</p> <ul style="list-style-type: none"> • 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 castle.” 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. <p>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.</p>	<p>PowerPoint “Fifth Grade Descriptive and Figurative Language Practice” handout</p>
<p>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? □</p>	
<p>“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!</p> <p>As we read, look at the chart on the “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.”</p>	<p>PowerPoint “Fifth Grade Descriptive and Figurative Language Practice” handout “Casey at the Bat” Poem handout</p>
<p>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? □</p>	

<p>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.</p> <p>To compare means to look at what things have in common. To contrast means to look at what is different between two things.</p> <p>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?</p>	<p>PowerPoint "Fifth Grade Descriptive and Figurative Language Practice" handout</p>
<p>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? □</p>	
<p>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.</p>	
<p>CLOSING (5 min.) How will students summarize and state the significance of what they learned? □</p>	
<p>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 "Fifth Grade Descriptive and Figurative Language Practice" handout. Great job today!</p>	<p>PowerPoint "Fifth Grade Descriptive and Figurative Language Practice" Handout</p>

Fifth Grade – Language Arts
Activity: Similes, Metaphors & Personification

A simile is a comparison of two unlike things using the words like or as.

Ex. You are as brave as a lion.

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

Ex. Her home is a castle.

Personification is giving human qualities to an inanimate object (something that does not have life).

Ex. The rain kissed the girl.

Activity:

What is a simile?

For example:

Happy as a little puppy getting fed.

Happy as kids at a Marlins game.

Happy as winning a new car.

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 _____.

Silent as _____.

Rich as _____.



What is a metaphor?

For example:

Her home is a castle.
He is a shining star.
The lake was a mirror.

Now you try:

Homework is _____.
Spring is _____.
Silence is _____.
My future is _____.
Dreams are _____.
This chocolate cake is _____.
Recess is _____.
My bedroom is _____.
My pets are _____.
My sibling 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 refrigerator _____.
The lipstick _____.
My shoes _____.
The garden _____.
The bird _____.
My shirt _____.
The rain _____.
The ground _____.

Finding Literary Devices in the “Casey at the Bat” Poem

Casey at the Bat
BY ERNEST LAWRENCE THAYER

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 but get 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 despised, tore the cover off the ball;
And when the dust had lifted, and 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 some one on the stand;
And it’s likely they’d have 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.

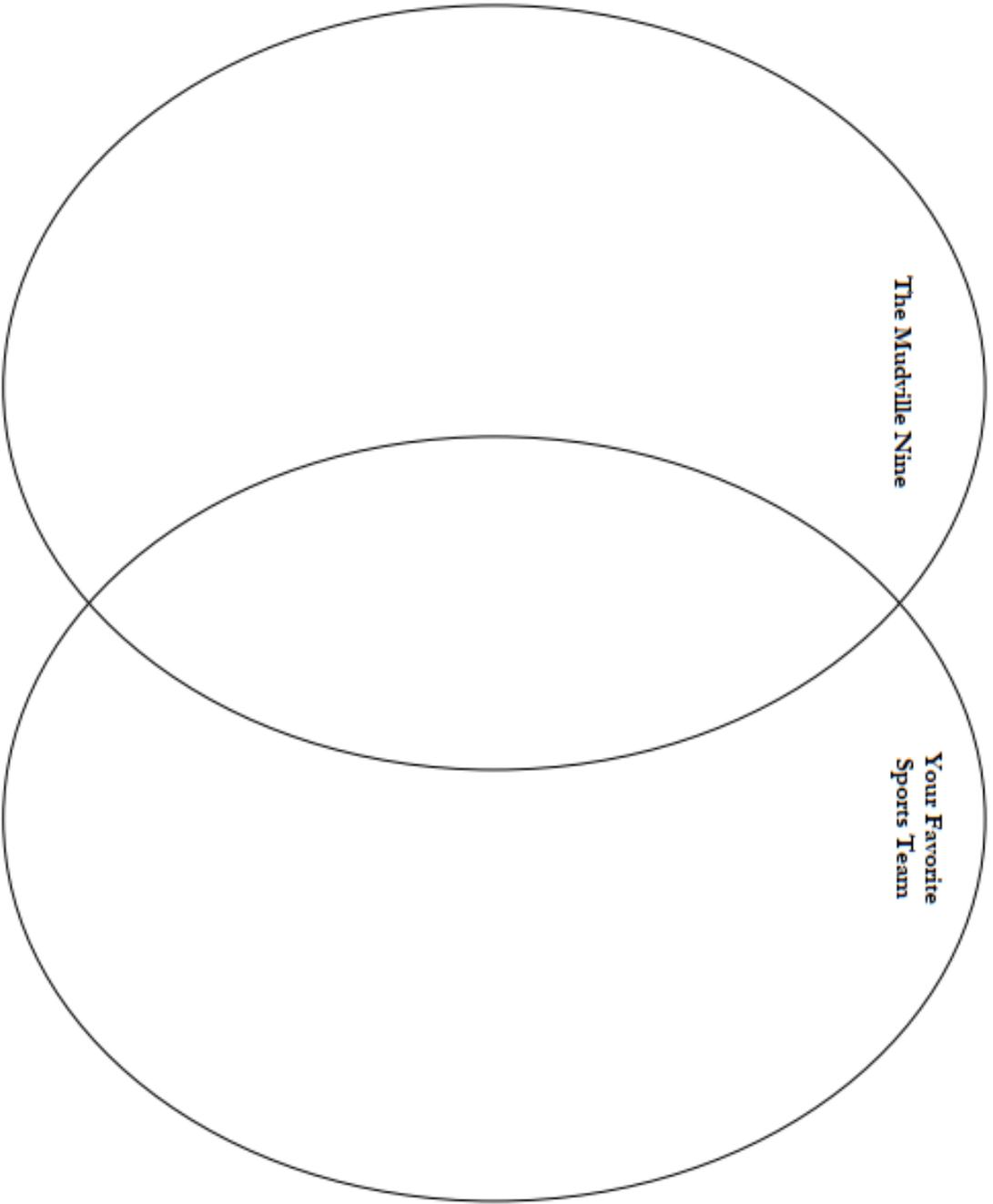
The sneer is gone from Casey’s lip, his teeth are clinched in hate;
He pounds with cruel violence his bat upon the plate.
And now the pitcher holds the ball, and now he lets it go,
And now the air is shattered by the force of Casey’s blow.

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.

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."

Literary Device	Definition	Example (write the actual verse here)
Simile		1. 2. 3.
Metaphor		1. 2. 3.
Personification		1. 2. 3.
Rhyme		1. 2. 3.





MIAMI MARLINS 5TH GRADE LANGUAGE ARTS

Miami Marlins Foundation



In this lesson the student will be able to:

- Compare and contrast two or more characters, settings, or event in a story or drama, drawing on specific details in the text (e.g., how characters interact). (compare and contrast)
- 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)



DO NOW

Finish these sentences:

1. I am 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, “ _____.”



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 between texts.



SIMILES

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



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 _____.

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



METAPHOR

- 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 castle.” We are comparing the home to a castle, without like or as.

Now you try:

Homework is _____.

Spring is _____.

Silence is _____.

My future is _____.



PERSONIFICATION

Personification is

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 _____.



CASEY AT THE BAT

- “Casey at the Bat” is one of the most famous poems ever written, and it is filled with descriptive and figurative language.
- As we read, look at the chart on the “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 Bay” poem. If there isn’t something present in the poem, simply write “not present.”



INDEPENDENT PRACTICE: VENN DIAGRAM

- Now you will have the opportunity to create a Venn diagram. A Venn diagram is a tool that is 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 difference 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?



CLOSING

- Today we covered two very important topics: descriptive and figurative language, and compare and contrast. Great job today!





WE ARE MIAMI



This document and all content contained within this document is the proprietary property of the Miami Marlins and/or the Miami Marlins Foundation and all content, information, designs, images, audio, video, text, photographs, and graphics contained herein and the trademarks, service marks, and logos contained herein are owned or controlled by the Miami Marlins and/or the Miami Marlins Foundation or licensed to the Miami Marlins and/or the Miami Marlins Foundation, and are protected by copyright and trademark law and various other intellectual property rights and unfair competition laws of the United States, foreign jurisdictions, and international conventions. All rights reserved.