| Content: ELA Week 1 \& $2 \quad$ Grade/Co | Timeline: 1 week (45 minutes <br> each) |
| :---: | :---: |
| Standard(s): <br> 5.L.5a- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: <br> a. Interpret figurative language, including similes and metaphors, in context <br> 5.RL. 4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |  |
| Lesson Overview: <br> In this lesson, students will demonstrate their understanding of figurative language as they are used in the text to describe something by comparison. | Lesson Objective(s): I CAN STATEMENTS <br> In this lesson, students will be able to: <br> - Use similes and metaphors to describe something <br> - Interpret the meaning of idioms <br> - Use synonyms to vary writing <br> - Use antonyms to express differences |
| Vocabulary: comparison, figurative language, simile, metaphor, idioms, synonyms, antonyms | Focus Question(s) <br> How can using figurative language and word relationships change the overall meaning of a sentence? |

## Description of Lesson (Including Instructional Strategies):

## Anticipatory Set: (Journal Writing)-

Day 1: Pre Writing: Student will brainstorm ideas. They can write it as bullet points. They are not yet writing sentences.
Day 2: Draft: Students will use their ideas to begin on their draft. Students will write one to two paragraphs.
Day 3: Revise/Edit: Teacher will collect their writing prompt to make grammatical corrections on their draft.
Day 4: Publication: Students will rewrite their writing prompts taking into account the teacher's corrections.
Day 5: Presentation: Teacher will select students' writing to be published or shared with the whole group.
"Imagine waking up one day and realizing you are invisible. What do you like about being invisible and dislike about being invisible? What happens?"

Day 1: Similes and Metaphors pg. H11

1. To introduce the lesson, have students close their eyes and try to envision the scene as you read aloud the following sentences.
A row of black limousines drove across the bridge.
The limousines were a parade of black ants, marching across the bridge.
2. Discuss the two sentences. Point out that both sentences describe the limousines and the setting but the second sentence creates a more interesting and vivid image.
3. Direct students' attention to the definition of a simile, pointing out like and as. Make sure students understand that used this way like means 'similar'; it is not a verb. Explain that a metaphor is a comparison but without the words like and as. *Remind students that similes have like and as; metaphors do not.
4. Explain the similes and metaphors are two kinds of figurative language. Figurative language can make writing more interesting, clear, and creative by comparing two different things.
5. Apply It- Explain that each item can be completed in many different ways. Tell students to try to think of images that will help readers picture in a new way the scene described in the sentences.
6. When complete, have students share their similes and metaphors.

Day 2: Idioms pg. H12
https://www.slideshare.net/katymarie412/idiom-powerpoint

1. Ask students to name other idioms they have used or heard. Then write additional idioms on the board, such as:
a. Ann is still up in the air and doesn't know what she wants.
b. We had better step on it or we will be late for dinner.
c. I don't know what you're driving at.
d. Jim got cold feet and decided not to go skydiving.
2. Go over the meaning of these idioms. Point out that the meaning of the whole phrase on an idiom differs from the meanings of the individual words.
3. Apply It- Have the students work in pairs to answer questions 1-5. Have them discuss what word or phrase they will use to replace each idiom.

## DAY 3 \& 4: Synonyms pg. H13

1. Introduce synonyms and antonyms: www.slideshare.net/kmcmillen92/synonym-and-antonympowerpoint
2. Have a volunteer read the sample paragraph. Ask the students to identify the synonyms for slippery (slick, slimy). Have students find the verbs in the paragraph that are synonyms fir slipped (slid, skidded).
3. Explain that when you check verbs in a thesaurus, students may need to search under a different tense. For example, the verb slipped is most likely not a thesaurus entry. Students should check the present tense, slip, and then change the tense as appropriate to their writing.
4. Tell students not to use an unfamiliar synonym in their writing without first checking the word in the dictionary. Point out that even small variations in word meaning can change the overall meaning of a sentence.
5. Apply it- Have students read each word box entry (pg. H13), then select the most appropriate word for each sentence.
6. After complete, have the students read aloud each sentence and ask to name additional synonyms for the underlined words.
7. Students will use synonyms in their own writing in progress to add interest, variety, and precision. Have them write their draft (writing prompt) using words they won't normally use. They may use the dictionary as a resource.
8. Make sure that students understand that synonyms mean more or less the same thing, and that the two words are always the same part of speech.

## Day 5: Antonyms pg. H14

1. Review previous lesson on synonyms and PowerPoint of antonyms.
2. Ask volunteers to read the list of antonyms. Have students give examples of other antonyms. Then present the words strong, bold and sturdy, and ask students to name antonym for each word.
3. Explain that a single word can have many antonyms, just as it can have many synonyms. For example, point out that strong, bold and sturdy are synonyms for mighty and that weak, cowardly and flimsy are antonyms for mighty.
4. Apply it- Have students look at the Thesaurus Plus beginning on page H 81 of their book. Draw attention to the antonyms. Encourage students to use a thesaurus or dictionary to complete the exercise.
5. Students will use antonyms in their own writing in progress to add interest, variety, and precision. Have them write their draft (writing prompt) using words they won't normally use. They may use the dictionary as a resource.

## Additional Resources:

Eye on Idioms: http://www.readwritethink.org/classroom-resources/student-interactives/idioms-30030.html
Paint by Idioms: https://www.funbrain.com/games/paint-by-idioms
Review Game: https://jeopardylabs.com/play/similes-metaphors-and-idioms

## Guided Practice:

1. Students will complete worksheets individually and whole group.
2. Students will complete worksheets individually and whole group.
3. Students will write one to two paragraphs on this weeks writing prompt.
4. Students will write or orally present their descriptive paragraph.

## Formative Assessment:

Q\&A, Individual work, group activity, KWL, Think-pair-Share

## Accommodations/Modifications:

Peer Tutoring, One-to-one, Simplified Directions

| Content: ELA | Grade/Course: $5^{\text {th }}$ | Timeline: 1 week (45 minutes <br> each) |
| :--- | :--- | :--- |
| Standard(s): <br> 5.RI.5 - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of <br> events, ideas, concepts, or information in two or more texts. <br> 5.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <br> a) Interpret figurative language, including similes and metaphors, in context. <br> 5.RL.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as <br> metaphors and similes. |  |  |
| Lesson Overview: <br> In this lesson, students will explain that in a compare- <br> contrast essay, a writer will tell how two things are <br> alike and how they are different. | Lesson Objective(s): I CAN STATEMENTS <br> In this lesson, students will be able to: <br> e read a published model of a compare-contrast <br> essay using correct grammar and punctuation |  |
| identify characteristics of a compare-contrast |  |  |
| essay |  |  |
| identify figures of speech and descriptive |  |  |
| words |  |  |

## Description of Lesson (Including Instructional Strategies): <br> Anticipatory Set: (Journal Writing)-

Day 1: Pre Writing: Student will brainstorm ideas. They can write it as bullet points. They are not yet writing sentences.
Day 2: Draft: Students will use their ideas to begin on their draft. Students will write one to two paragraphs.
Day 3: Revise/Edit: Teacher will collect their writing prompt to make grammatical corrections on their draft.
Day 4: Publication: Students will rewrite their writing prompts taking into account the teacher's corrections.
Day 5: Presentation: Teacher will select students' writing to be published or shared with the whole group.
"Which is your favorite season? Which season do you like least? Explain your choices"

## DAY 1: English Unit 10 pg. 364

Introducing the Unit- Using the photograph

1. Direct students' attention to the photograph, and ask what they see. Have the students think, pair and share. Then have a volunteer read the first sentence in the caption aloud. Ask students to name one way the man and the penguin are alike? How are they different?
2. Encourage students to name additional similarities and differences between the man and the penguins. Point out that in a comparison of two objects, a detail describing one object should have a corresponding detail describing the other object.
3. Direct students to the story, Hurricanes and Tornadoes, pg. 365. Ask students to share what they know about tornadoes and hurricanes. Write responses on board. Point out that hurricanes in the US happened near southeastern coastal areas, and tornadoes extend from lowa to Texas. You may point out area in US map.
4. Have students read the selection as a class. Before they read, ask the purpose-setting question, 'Why did he choose these two topics to write about?'
5. Introduce key vocabulary by writing these words on the board: Treacherous Have students use context clues to figure out the meaning of the words.
6. Have students answer' essay' questions on their notebook.
7. As a whole class, answer the 'think about the writer's craft' and 'think about the picture' questions.

Day 2 Mapping the Selection pg. 367

1. Mapping helps students identify and visualize the structure of a piece of writing. After students have read the compare-contrast essay, draw the graphic organizer on the board. Have students complete the map to tell how hurricanes and tornadoes are alike and different.
2. Discuss with the class the characteristics of a well-written compare-contrast essay. Remind them as they begin to write their draft to follow these guidelines when they write: (see pg. 368). Have the students read the
guidelines aloud.
3. Explain that 'Hurricanes and Tornadoes' is an example of a well-written compare-contrast essay (you may show more samples from online). Review which guidelines the story followed (choose two subjects that have something in common, attention-grabbing introduction, corresponding details, organized, use of transitional words and phrases).
4. Have the students read a working draft of a compare-contrast essay written by Portia Caldwell (pg. 369).
5. Ask students if the writer included the important characteristics of a compare-contrast essay. Go over the guidelines again.
6. Have the students partner up and answer the 'reading as a writer' questions on pg. 371

Day 3:

1. Have volunteers read the final copy model aloud. Have the students take note and compare the revisions that improved in the first draft (pg.372)
Have students answer, 'Reading as a Writer' questions to check for comprehension.
2. Have students review the list of characteristics on pg. 368. Review with them how Portia's final copy addressed each one.
3. Reinforce the grammar check by having students check that the subjects Portia used agree with the corresponding verbs.

## Day 4 and 5 Shared Writing Activity pg. 364

1. Work with students to write a compare-contrast essay or poem about two objects in the classroom.
2. Encourage students to choose objects that have something in common.
3. Make a two-column chart on the board. Write the names of the objects as heads of the columns.
4. Have students brainstorm and write details that describe each object in the appropriate column. Tell students that when they list a detail for one object, they should list a corresponding detail for the other object.
5. Tell students to circle the details on the chart that tell how the objects are alike. Then work with students to create an outline that includes a strong introduction, body (includes 3 paragraphs) and a strong ending. Have the students first tell about the objects similarities and then about their differences.
6. Suggest to students to use the words both and likewise to signal similarities, and but and however to signal differences.
7. Have students work on their draft following the guidelines.
8. When students have completed their writing drafts, have them find a partner to work on peer editing.
9. Once their drafts have been edited, have them write the final draft as a final product.

## Guided Practice:

1. Students will complete worksheets individually and whole group.
2. Students will write one to two paragraphs on this weeks writing prompt.
3. Students will write or orally present their compare \& contrast essay.

## Formative Assessment:

Q\&A, Individual work, group activity, KWL, Think-pair-Share

## Accommodations/Modifications:

Peer Tutoring, One-to-one, Simplified Directions

| Content: ELA ${\text { Grade/Course: } 5^{\text {th }}}^{\text {c }}$ | Timeline: 1 week ( 45 minutes each) |
| :---: | :---: |
| Standard(s): <br> 5.W.1a-c Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <br> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. <br> b. Provide logically ordered reasons that are supported by facts and details. <br> c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). <br> 5.L3a-b Use knowledge of language and its conventions when writing, speaking, reading, or listening. <br> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. <br> b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. |  |
| Lesson Overview: <br> In this lesson, students will use learn to write an opinion essay using words, phrases and clauses. | Lesson Objective(s): I CAN STATEMENTS In this lesson, students will be able to: <br> - Read a published model of an opinion essay <br> - Identify characteristics of an opinion essay <br> - Note authors technique of adding emphasis and smoothing transitions |
| Vocabulary: emphasis, opinion | Focus Question(s) <br> How can we use opinion essay writing to add details and reasons to support our opinion? |

## Description of Lesson (Including Instructional Strategies): <br> Anticipatory Set: (Journal Writing)-

Day 1: Pre Writing: Student will brainstorm ideas. They can write it as bullet points. They are not yet writing sentences.
Day 2: Draft: Students will use their ideas to begin on their draft. Students will write one to two paragraphs.
Day 3: Revise/Edit: Teacher will collect their writing prompt to make grammatical corrections on their draft.
Day 4: Publication: Students will rewrite their writing prompts taking into account the teacher's corrections.
Day 5: Presentation: Teacher will select students' writing to be published or shared with the whole group.
"Think of one thing you like to do in your spare time. List a few reasons why you like to do it."

## DAY 1: Introducing the Unit p. 446

1. Direct students' attention to the photograph, and have them describe what they see. Ask students how they think the girl feels about the painting. Then ask why they think she feels this way. You may have the students do a quick think-pair-share activity.
2. Have a volunteer read the caption aloud. Explain that the caption expresses an opinion because it tells how the girl feels about the topic. Ask students to state the girl's opinion in different words. (ex. Painting pictures is great or my favorite thing to do is paint).
3. Have students name things they like to do and give reasons for their choices. Emphasize that there are no wrong or right answers and that people often differ in what they like to do.
4. Explain that an opinion essay tells what the writer thinks or feels about the topic. It contains strong reasons with details to support an opinion.
Day 2
5. Ask students if they have a favorite holiday or celebration. Can they think of several reasons why it's their favorite? Tell students that they will read an essay by someone who has an opinion about a certain holiday.
6. Introduce key vocabulary words-: Ancestral heritage- our family's ancestral heritage is evident in many traditions that have been passed down from generation to generation. Unity- by working toward a common goal, the family pulled together and achieved greater unity.
7. Ask a volunteer to read each sentence aloud. Ask students to explain the meaning of the boldfaced words.
8. Have the students read the selection, "Why I Love Kwanzaa." Then have them answer the 'Reading as a Writer' questions on pg. 449.
9. After completing questions, have the students answer the 'Personal Response' question. Ask volunteers to share and explain their personal responses. Remind students that everyone has different taste and viewpoints. Have
them discuss the similarities and differences among their favorite celebrations.

## Day 3 Mapping the Selection p. 449

1. A map helps students to visualize the organization of a piece of writing. After students have read the opinion essay, draw the following idea pyramid on the board and have students complete it.
2. Have the students create another idea pyramid to help them organize their opinion essay writing.

## Day 4 and 5

1. Write, There's nothing we'd rather do than $\qquad$ on the chalkboard and have students complete the sentence. Ask students to suggest why they think or feel as they do. List each reason under the opinion statement.
2. Help students evaluate their reasons. Point out that strong reasons answer the question, WHY? and have details to support them. Have students choose three strong reasons and number them in order of importance, from most important to least important.
3. Write the opinion statement as the first sentence of the paragraph. Then help students use their numbered reasons to generate sentences that support their opinion. Encourage students to add details that help elaborate their reasons.
4. If students suggest choppy sentences, encourage them to make sentence different lengths. Reinforce the correct use of possessive nouns.
5. Have students work on their opinion essay draft (see attached OREO template)
6. Peer Edit- How to peer edit *video https://www.youtube.com/watch?v=dvxEoW2waac
7. Write final paper and have students include an illustration.

## Extra Resources on Opinion writing:

https://www.youtube.com/watch?v=hUP5hG4IIQM
https://www.youtube.com/watch?v=1PU883v-vds

## Guided Practice:

1. Students will complete worksheets individually and whole group.
2. Students will complete worksheets individually and whole group.
3. Students will write one to two paragraphs on this weeks writing prompt.
4. Students will write or orally present their opinion essay.

## Formative Assessment:

Q\&A, Individual work, group activity, KWL, Think-pair-Share

## Accommodations/Modifications:

Peer Tutoring, One-to-one, Simplified Directions

