

Teacher: Rachel Healy

Grade: 5

Topic: Literacy: The Tiger Rising and metaphor

Friday, March 19, 12:00 (90 minutes)

Overview

This lesson will include a review of chapters 15-20 in *The Tiger Rising* followed by a mini lesson on metaphor. Students will then read ch. 21-25, looking for examples of figurative language including personification, simile and metaphor.

Curriculum Connections

South Portland ELT: Reading Comprehension & Interpretation – Read, comprehend, interpret, analyze and evaluate appropriately complex literary and informational texts independently and (CCRA 7, 10)

DLTs

- I can recognize figurative language in texts (personification, simile, metaphor).
- I understand how descriptive words and phrases in text provide meaning.

Key Vocabulary

Personification: giving an animal or object human characteristics, e.g. *The last piece of cake was calling my name.*

Simile: a comparison of two things using “like” or “as,” e.g. *float like a butterfly, sting like a bee*

Metaphor: a comparison of two things by saying they are the same thing, e.g. *My father is a bear in the morning before he has his coffee.*

Prior Knowledge

Students have read ch. 15-20 of *The Tiger Rising*. We have studied personification and simile through mini-lessons, discussions, and classwork. In the previous lesson, we briefly introduced metaphor. This lesson will deepen students’ recognition and understanding of metaphor and support them in beginning to write their own.

Formative Assessments

Check for understanding before the metaphor mini lesson

Check for understanding during mini-lesson - ask probing questions about metaphors in the videos - check whether students can identify them and determine what they mean.

Check for understanding during group read - look for examples of metaphor in the book

Exit ticket - have students write one example each of personification, simile, and metaphor on the back of the index cards (or a piece of paper) and collect them.

Materials Needed

3 index cards for each student

Pencils

Tiger Rising books for each student and teacher copy

[Metaphor mini lesson slides](#) on Promethean Board

[The Tiger Rising discussion slides](#) on Promethean Board

Procedure

Review Classroom expectations:

- Safe and respectful words and bodies
- Listen to our friends
- Stay in own seat
- No Google Chats
- Try your best

Review *The Tiger Rising* ch. 15-20. Go over remote work questions in Google Classroom. Take volunteers and ask probing questions. *Because many students have not been doing this work at home, I may give them 10 minutes to finish before discussing.

Check for understanding: personification, simile, metaphor - give each student 3 index cards. Have them write personification, simile, and metaphor, one on each of the cards. Then, read aloud examples of each. Have students hold up the card for which they think it is.

- My alarm clock yelled at me to get out of bed this morning.
- The house was lit up like a candle, glowing in the dark night.
- Everything he touched turned to gold.

Mini-lesson: Metaphor. Discuss definition and examples. Show the first two videos; after each one, ask probing questions about the metaphor and its meaning. Depending on how this exercise goes and timing, decide whether to show the third video. Third video has examples of both simile and metaphor and would be good for telling the difference between the two.

Read chapter 21 out loud. Look for personification, simile, and metaphor - ask students to speak up if they hear an example of one, or stop after reading one if no one speaks up. Model making a note on a sticky note using P, S, or M as discussed in previous lessons.

Have students read chapters 22-25 on their own (in class if there is time) using stickies when they spot personification, simile, or metaphor.

Exit ticket: write down one example each of personification, simile, and metaphor - use backs of index cards or blank paper.

Assignment: Finish reading and answer questions for *The Tiger Rising* ch. 21-25 in Google Classroom.

Modifications/Supports/Extensions

AP (possible language barrier): frequent check-ins to make sure he understands content and directions.

EG (behavioral barrier): At beginning of class, remind everyone of classroom expectations. Announce transitions before they happen. Use behavior monitoring system to keep track of time spent engaged in work and using respectful behavior. Remind EG she can earn choice time or lose outside time if she is not engaged and respectful.

GM (focus/organization barrier): Announce transitions before they happen. Model expected behavior. Give frequent praise for on-topic answers and behavior.

Entire class: model behaviors; give plenty of wait time after questions; use random calling when necessary to make sure everyone is engaged.

Other Adults in the Room

MJ Coombs (lead teacher) - observe during lesson and provide additional support to students as needed, take photos of RH during lesson, provide feedback after lesson

Lucretia Bagley (ETEP supervisor) - observe lesson, provide feedback after lesson