

Making Inferences While Identifying Similes and Metaphors

The Reading/Writing Connection

Creating Instructional Unit Resource Guides
Based on Principles of Universal Design and Differentiated

*Improvement of Writing Skills and Reading
Comprehension through a study of Literature
Elements, Reading Strategies and Writing
Strategies*

5th Grade
Rob Irvine
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Authors' Note

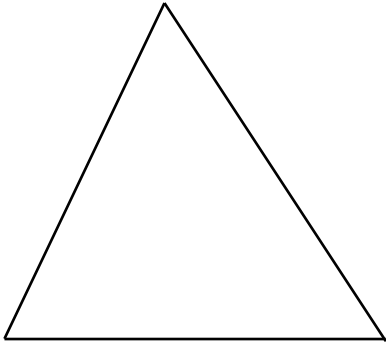
This project was created in order to give students an active lesson in discovering similes and metaphors as well as their connections to inferencing while reading. This is my second year teaching 5th grade at Stout Field Elementary School. I have made an attempt to learn and implement as much technology into the classroom. I have found an increase in student participation with the increase in technology use. This unit was designed to create an interesting and engaging way for students to find and use inferences in reading and writing. I plan to teach the unit in conjunction with an inferencing unit in reading. The unit will last approximately one week and I hope that students are able to identify similes and metaphors in text and elaborate on their meanings.

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Standards

What standards will be met through this unit?

- 5.1.5 Understand and explain the figurative use of words in similes (comparisons that use *like* or *as*: *The stars were like a million diamonds in the sky.*) and metaphors (implied comparisons: *The stars were brilliant diamonds in the night sky.*).
- 5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
Example: After reading *Rosa Parks: My Story* by Rosa Parks, compare life today with life during the time of Rosa Parks' story, supporting the comparison with ideas from the text and from experience or other outside sources.
- 5.3.5 Describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.
Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.
Imagery: the use of language to create vivid pictures in the reader's mind.
Metaphor: an implied comparison in which a word or phrase is used in place of another, such as *He was drowning in money.*
- 5.5.5 Use varied word choices to make writing interesting.
Example: Write stories, reports, and letters showing a variety of word choices: use *inquired* or *requested* instead of *asked*.
- 5.5.6 Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate.
Example: Write a skit or an episode of a puppet show to present at your class talent show. Use funny words and phrases to make the audience laugh.



Planning

What should students know?

Some students will be able to:

- **Create similes and metaphors using vivid language.**
- **Recognize and elaborate on comparisons in similes and metaphors.**
- **Make inferences based on any simile and metaphor.**

Most students will

- **Create similes and metaphors in their writing.**
- **Recognize the comparisons in similes and metaphors.**
- **Make inferences based on similes and common metaphors.**

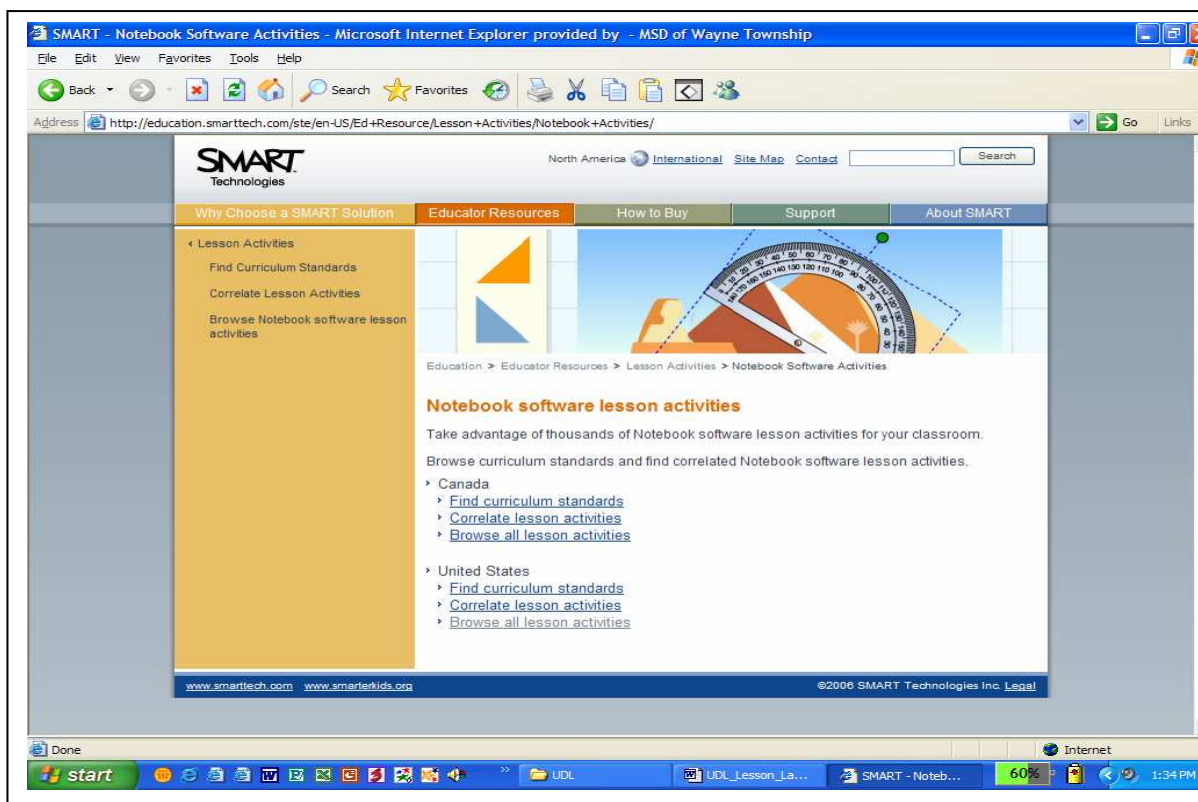
All students will be able to:

- **Identify similes and metaphors in text.**
- **Make inferences based off common similes.**
- **Create a simile in their writing.**

Teacher Library

What materials and resources will be useful for teachers?

**Website: <http://education.smarttech.com/st/en-US/Ed+Resource/Lesson+Activities/Notebook+Activities/>
This website provides a link for various Indiana State Standards and the activities that can be presented using the Smart Board.**



Graphic Organizers:

Resources for locating instructional materials: Google

<http://www.google.com>

Enchanted Learning

<http://www.enchantedlearning.com>

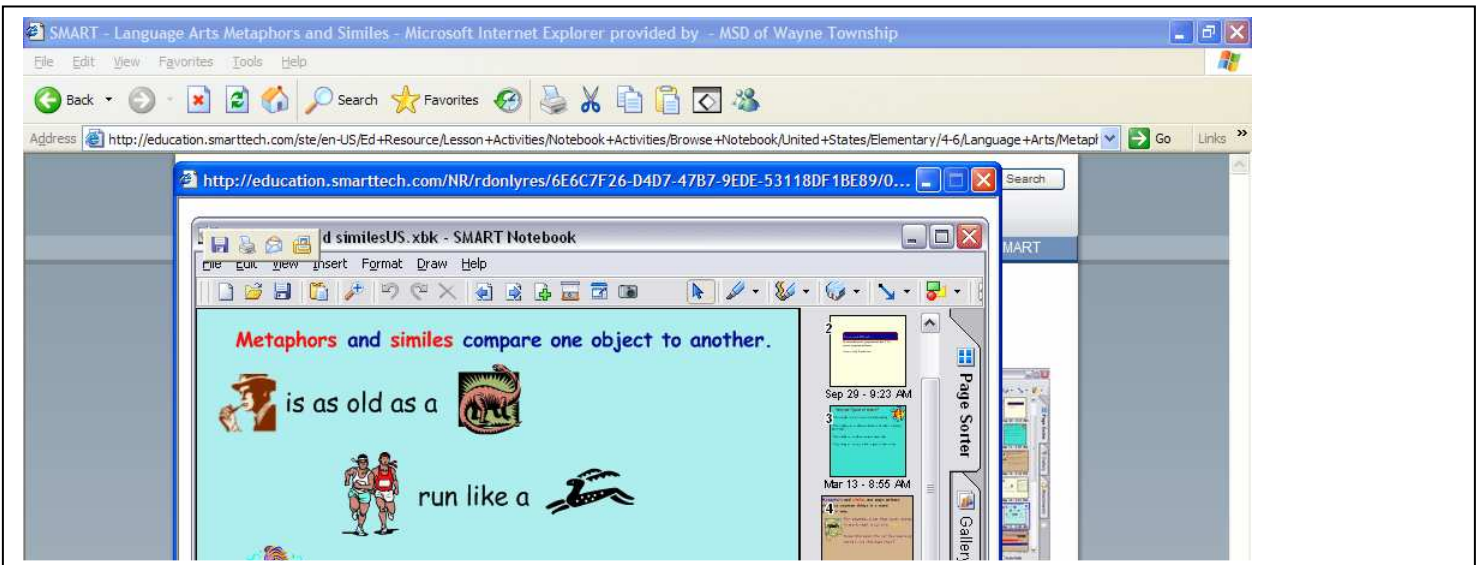
Learner

What materials and resources will be useful for engaging students in meaningful learning activities?

The students will use both the Smart Board and a Graphic organizer to complete the learning activities.

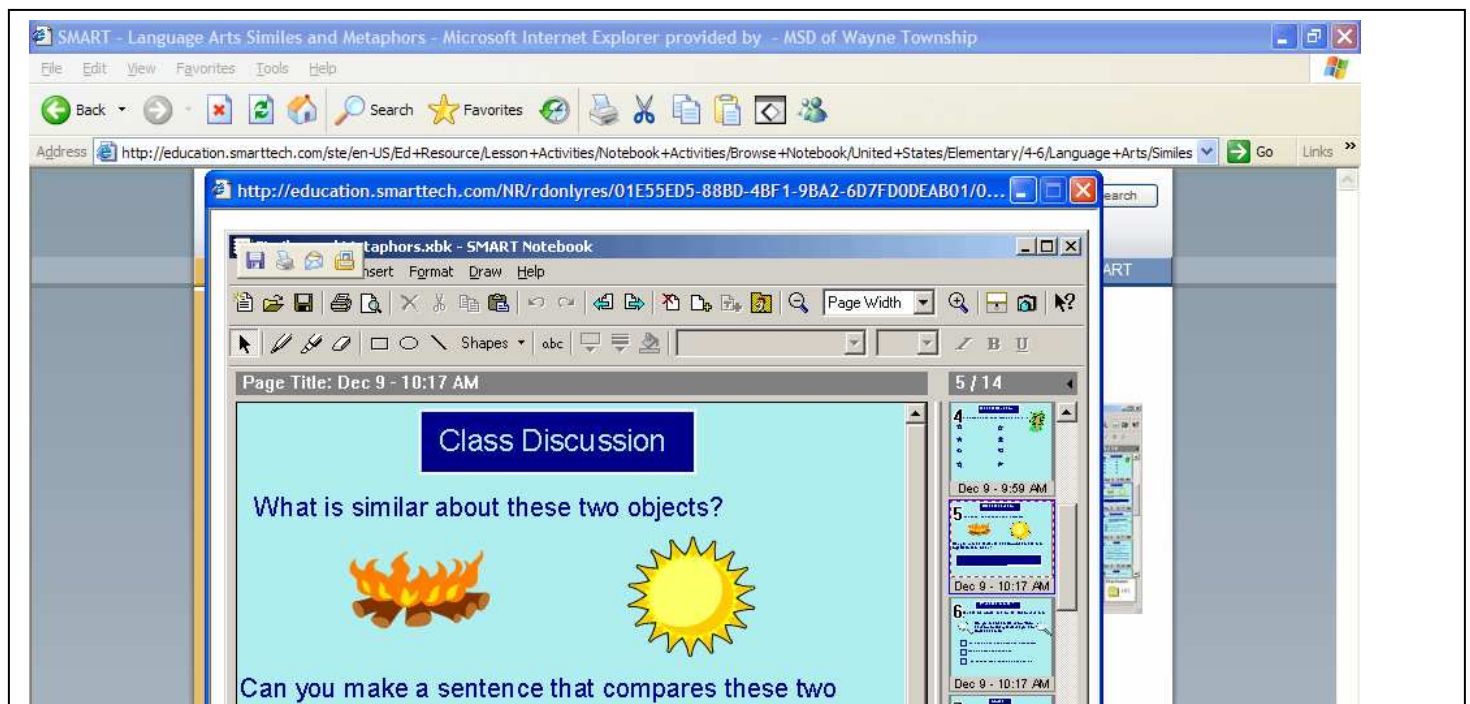
<http://education.smarttech.com/ste/en-US/Ed+Resource/Lesson+Activities/Notebook+Activities/Browse+Notebook/United+States/Elementary/4-6/Language+Arts/Similes+and+Metaphors.htm>

The preceding website contains a Powerpoint presentation that can become an interactive program when used with a Smart Board.



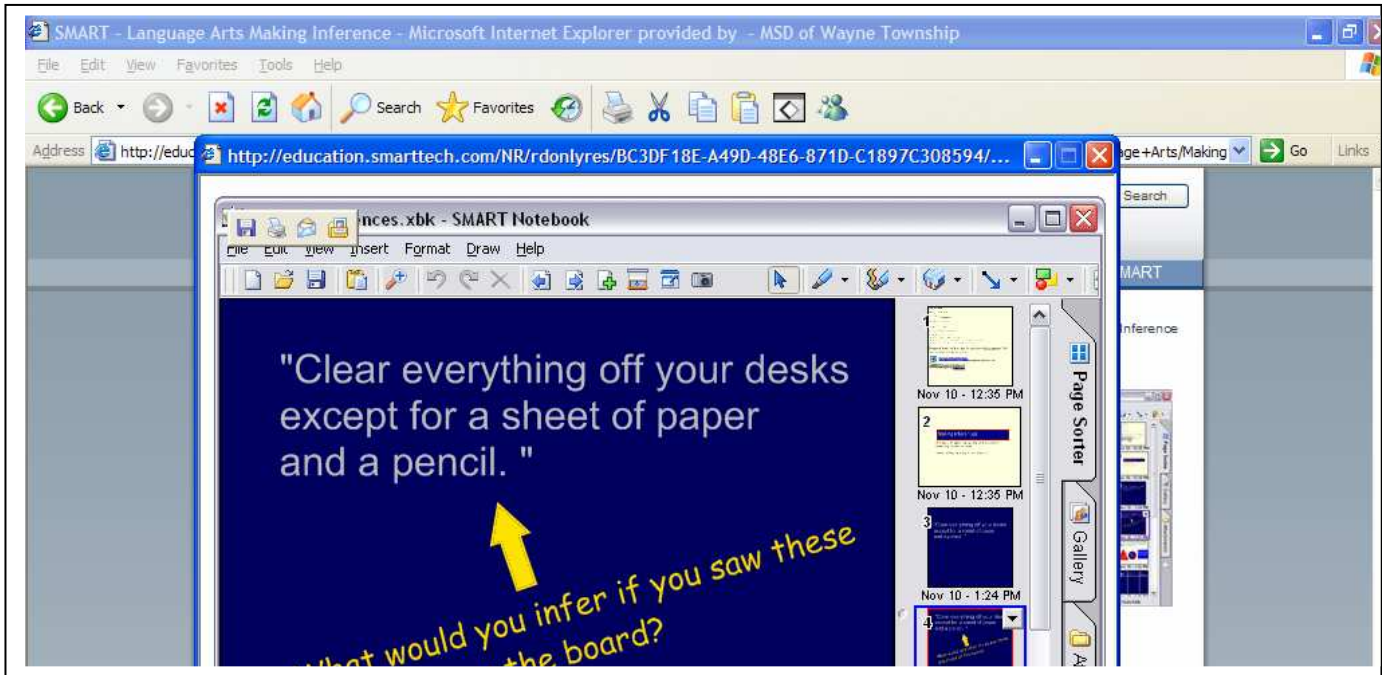
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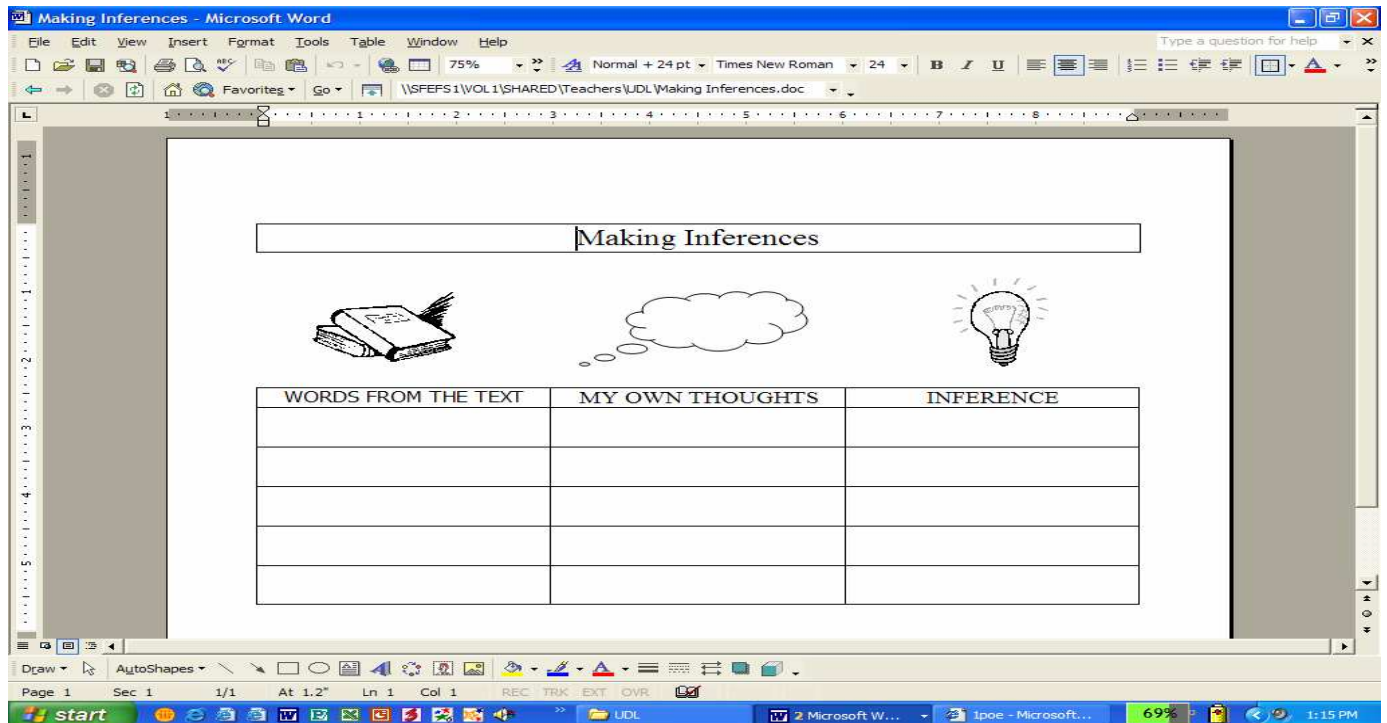
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Graphic Organizers:

This graphic organizer was first modeled using the Smart Board, and then all students completed the document in their leveled text.



Assessment

What materials and resources will be useful for assessing student knowledge and skills?

Students will find the following website, print out the worksheets and complete them for a homework assignment.

<http://volweb.utk.edu/Schools/bedford/harrisms/1poe.htm>

1poe - Microsoft Internet Explorer provided by - MSD of Wayne Township

File Edit View Favorites Tools Help

Address <http://volweb.utk.edu/Schools/bedford/harrisms/1poe.htm>

Identifying Similes and Metaphors

Poetry Worksheet #1

Decide whether each sentence contains a simile or a metaphor. Write the word SIMILE if the sentence contains a simile. Write the word METAPHOR if the sentence contains a metaphor.

1. The baby was like an octopus, grabbing at all the cans on the grocery store shelves.
2. As the teacher entered the room she muttered under her breath, "This class is like a three-ring circus!"
3. The giant's steps were thunder as he ran toward Jack.
4. The pillow was a cloud when I put my head upon it after a long day.

They will then proceed to the following website to complete the activity

<http://bogglesworld.com/files5/AlienWhispers.doc>

http://bogglesworld.com/files5/AlienWhispers.doc - Microsoft Internet Explorer provided by - MSD of Wayne Township

File Edit View Insert Format Tools Table Go To Favorites Help

Address <http://bogglesworld.com/files5/AlienWhispers.doc>

Alien Explorer (Chinese Whispers Game)

You have discovered alien life on a distant planet. Now you must relay a description of the alien back to your base. Use similes to describe the alien.

Action	A <u>dap</u>	A <u>furp</u>	A <u>grom</u>	A <u>bling</u>
Looks like	A fish	An insect	A frog	A cat
Smells like	A flower	Fruit	A fish	Garbage
Is as tall as	A human	A chicken	A giraffe	A human
Is as wide as	A gorilla	A mouse	A car	A door
Is as long as	A bus	A snake	A horse	A dog
Is as strong as	An ox	A lion	An elephant	A horse

Modifications

Planning for Academic Diversity

LEARNING BARRIER	POSSIBLE SOLUTIONS	WEB LINK RESOURCES
Student cannot read at grade level	Use of eReader	www.plato.wayne.k12.in.us
Student has difficulty comprehending the material	Peer buddy Graphic Organizers	www.enchantedlearning.com
Student has difficulty mastering the vocabulary of the unit	Use kid-friendly definition Vocabulary maps Graphics/pictures	
Student needs additional challenge		www.plato.wayne.k12.in.us
Student has difficulty with handwriting (speed or accuracy)	Allow use of AlphaSmart Use CoWriter to assist with speed and accuracy.	

Benchmark Assessment Data Sheet – Student Percentages
Teacher Name: ___Irvine

Student Name	October		December		February		May	
	Language Arts	Math	Language Arts	Math	Language Arts	Math	Language Arts	Math
Student 1	60	56	95	81				
Student 2	60	50	85	73				
Student 3	70	67	85	81				
Student 4	50	44	65	67				
Student 5	65	50	70	61				
Student 6	50	53	70	67				
Student 7	25	36	35	42				
Student 8	55	28	75	39				