*Mekayla Cook*

*U.S. Observation 2: Connected Lessons*

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| **Topic:** Figurative Language and Character Comparisons in *Riding Freedom* | | |
| **Grades:** 4th | | **Date:** October 19th, 2016  **Time:** 45 min.s  **HOT Questions:**  1. How does the author’s use of personification affect the story?  2. How are Charlotte and James alike and different?  3. How does inclusion of figurative language influence a story?  4. Identify examples of personification, similes, and metaphors.  5. Create your own figurative language examples.  6. Can women do everything men can do?  **Assessment:**  How will this assessment show you that students have mastered the objective?  Exit Question:  The students have a **Personification Exit Ticket** to complete, see below. (Answers: 1 a, 2 b, 3 a, 4 a, 5 b) |
| **Standard(s):**  **CCSS.ELA-LITERACY.L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **- CCSS.ELA-LITERACY.L.4.5.A** Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.  **LAFS.4.RL.1.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (a character’s thoughts, words, or actions). **LAFS.4.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. | |
| **Essential Question:** How does the author’s use of personification affect the story?  How are Charlotte and James alike and different? | |
| **Objective:** Students will be able to recognize and create personification, as well as identify its impact on the story.  Students will be able to compare and contrast characters. | |
| **Vocabulary:**escorted, swelled, relied, reputation, worthy, churning, situation, deserve, defended, satisfied. Personification, metaphor, simile. | |
| **Materials:** anchor chart paper, markers, slips for each student with personification, metaphor or simile examples, student figurative language reference slip, reading notebooks, *Journeys* textbooks, Personification exit tickets, access to the internet, video/sound system images of Charlotte Parkhurst.  Optional: a guest presenter, who is dressed like Charlotte Parkhurst. | |
| **Opening (Engage)** | |
| **Time**  12 min.s  T/S | **Task**  The teacher and students will collaborate to create an anchor chart for figurative language, including:  Figurative language helps readers visualize what is happening in a story.   * Simile: compares 2 unlike things using *like* or *as* * Metaphor: compares 2 things by saying one thing is another * Personification: gives human characteristics to non-living things   Each student will be given a slip of paper with figurative language (a simile, metaphor or personification example) on it. In their table groups, students will determine what kind of figurative language they have. Students will put their figurative language examples on the anchor chart.  Students will be asked if “The neighbor’s loud music was a blaring fire alarm,” is a metaphor (quiz question). Students will answer with their thumbs up or down. Students will be asked if “Bright flowers danced joyfully in the wind,” is an example of personification (quiz question). Students will answer with their thumbs up or down.  Students will be told to choose the word that makes the sentence personification: “The wind \_\_\_\_ as I fell asleep.” Students will stand for “blew” or “whispered.” |
| **Building Understanding (Whole Group Exploration / Core):** | |
| **Time**  15 min.s  T/S    10 min.s  T/S | **Task**  Students will be told to open their Journeys textbook to page 473, *Riding Freedom*. With their shoulder partner, students will summarize what they read and share their character trait text marking. During this time, the teacher will distribute the Student Figurative Language reference slips.  The teacher will model on their ELMO with their own Figurative Language projectable as students find examples of figurative language in the story in small groups and add to their reference slip and reading notebooks.   * 1. Students will turn to page 478, the teacher will read the 3rd paragraph, highlighting: “She stomped a few times and listened to the moans of the wood.” The teacher will probe students to recognize personification:   + Can wood moan?   + What makes “the moans of the wood” personification? (Moans are sounds people make when hurt or scared, wood doesn’t have emotions)   + What does the author mean?   + How does this add to the story? (Adds to the mood, feeling of fear)   As the groups work, the teacher will rotate the room and help students. Students will be guided to recognizing all of the following figurative language examples:   * + Page 480, paragraph 1. “Thunder growled nearby.” “The timbers groaned as the iron-capped wheels clacked across wooden planks.” (personification)   + “They flew across like scared jackrabbits.” page 481, simile.   + “It was one of those storms where the rain came down in washtubs.” page 477, metaphor.   + “Thunder growled nearby.” page 480, personification   In their small groups, students will select character traits for Charlotte, James and both to share out with the class. As a whole class, the teacher and students will create a Venn diagram on anchor chart paper or projected on the ELMO. Students will copy the Venn diagram in their reading notebooks.  *Charlotte: prideful, brave, responsible, polite, tough, understands horses, determined, persistent, calm, drives by sense of smell and hearing*  *James: worried, nervous, drives by sight*  *Both: stagecoach drivers, nervous, friends* |
| **Lesson Closure** | |
| **Time**  6 min.s  T    2 min.s  S | **Task**  At this point, a guest visitor will come in and pretend to be Charlotte Parkhurst. They will discuss Charley’s life and the following information.  *If a presenter is not available, the following procedure will be followed:*  Students will be told that the main character, Charlotte “Charley” Parkhurst, was real. The teacher will show students primary source images and depictions of the real Charley. *Riding Freedom* is based on the true story of Charlotte Darkey Parkhurst. After leaving an orphanage, Charlotte disguised herself as a man and pursued her connection with horses. She was also one of the first women to vote. The students will be shown the video linked below.   * A video blog of Charley Parkhurst’s life, showing the roads she traveled as a stage coach driver: <https://www.youtube.com/watch?v=QuSyek_0aW4> * A song about Charley Parkhurst’s life, could be played during group work or the Exit Ticket: <https://www.youtube.com/watch?v=NmRYn9iLLyA>   The students have a Personification Exit Ticket to complete, see below. (Answers: 1 a, 2 b, 3 a, 4 a, 5 b) |
| **Differentiation:**  The teacher will differentiate and provide support in the following ways:  Reteach (Greatest Support) These students will be given individual tutoring during group/partner work to identify and create figurative language.  Core *low* The students will be gathered in a small group during group work to identify figurative language examples with the teacher.  Core *high* These students will be encouraged to write their own examples of figurative language, practicing the dialect and writing style of *Riding Freedom.*  Enrich (Least Support) These students will conduct an independent study of Charlotte Parkhurst to discover her infamous life. They will create a presentation that includes figurative language to share with the class about Charley.  **Accommodations:**  (What students need specific accommodation? List individual students (initials), and then explain the accommodations you will implement for these unique learners.)  English Language Learners (3):  Use of a variety of strategies and approaches to teach reading, make sure that students are being taught vocabulary through meaningful context (not in isolation), provide background knowledge necessary in order to understand (pictures of stagecoaches, previewing the text), reading strategies that enable them to predict, connect, question, and visualize a story, extended time, working with their bilingual shoulder partner, formative assessment/checking for understanding. | |
| **Connections:**  How does this lesson connect to the real world? How does this lesson connect to the interests and/or cultural backgrounds of your students?  This lesson will address issues of gender equity that are still present today, including gender bias and woman’s suffrage. Also, students will be presented with traits of successful people (Charlotte). Students will read or watch movies that are historical fiction throughout their lives, academically and in personal time.  The focuses of this lesson were centered around student’s responses to a Pre-Quiz given a week prior. | | |

**Notes for Teaching:** Students are accustomed to working with partners and small groups, as well as being called upon by the chip selection method.

**Personification Exit Ticket-**

