

Title:	Reading – The Emperor's Kite - Tuesday
Teacher(s):	Kadie Johnson
School:	
Subject:	
Grade Level:	
Duration:	45 minutes

Stage 1: Desired Results

Standards:

L.4.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 RL.4.3. Describe in depth a character, setting or event in a story, drawing on specific details in the text (e.g. a character's thoughts, words or actions)

Essential Questions for Students:

What reasons would an author use figurative language in writing?
 - *More interesting to read for audience*
 - *Creates images while reading*
 - *Helps describe characters, objects and places by comparing it to something else.*

How does Djeow Seow feel at the beginning of the story when the story reads, "but Djeow Seow was like a tiny star in the emperor's sight."

Objectives:

I can...

Answer comprehension questions such as setting, characters, and plot in story.

Name examples of the different types of figurative language. (*Mainly metaphor, simile, idiom and hyperbole*)

Find examples and identify the figurative language used in the story, *The Emperor and the Kite*.

Give insight and show comprehension of story by explaining what they think the figurative language examples mean.

Explain why authors use figurative language when writing.

Stage 2: Assessment Evidence

What will be assessed?	How will it be assessed?
Pre-assessment: Can students name and give examples of the different types of figurative language?	Informal assessment – class discussion.

During assessment: Are students comprehending story?	Class discussion – Ask and discuss aspects of story such as setting, characters, problem in story.....
Post assessment: Can students find examples of figurative language in story and give it appropriate meaning?	Working with a partner and writing down examples they find. This helps me to know if they can see when figurative language is being used and identify it – It also shows comprehension of the story if they can appropriately explain meaning.

Stage 3: Learning Activities

15 minutes

We will continue reading the last ½ of the story, *The Emperor and the Kite*.

Begin by asking students if they can summarize what has happened in the story so far.

Where is the setting of the story?

Who are the characters?

Is there a problem?

Can anyone predict what may happen?

Begin reading the story as a whole group. Have one side of students read chorally page 190, the other side read page 191 in chorus.

25 minutes

After reading reread to class the first sentence in the second paragraph that says, “but Djeow Seow was like a tiny star in the emperor's sight.”

What is this sentence an example of? *Figurative language*

Now, let's think back to why authors use figurative language. *Authors sometimes use figurative language to help readers create a mental picture.*

What mental image do you get from this sentence? *I see a tiny star in a sky next to some very big, bright stars.*

So, what could this sentence be telling us? That Djeow Seow may not be as important to the emperor as the other sisters.

Now with a partner you will be revisiting the story and looking for as many examples of figurative language as you can. Let's think about the different figurative languages, simile, metaphor, idioms and hyperbole. Write the different types on white board and what it means/looks like. Have students talk with neighbor for 10 seconds to try and remember each one. What is a simile? Talk with neighbor for 10 seconds to come up with an example of a simile or give us the definition of a simile. Ready GO!

Call on students to share and continue with the other examples.

You and your partner will each have a piece of white paper. You will make a chart on your paper that looks like this. *Model on board.*

One column will be the example of figurative language and in the next column I want you to discuss with your partner what it may mean and write what you think the author is trying to say.

Model on board using the sentence, "Djeow Seow was like a tiny star in the emperor's sight." In the next column write, I think this means Djeow Seow wasn't as special to the emperor as her sisters.

10 minutes

Each group will share an example for what they found. We will discuss as class each one and the author's meaning.

Accommodations:

Sam will not be doing the writing portion of this lesson. Instead he will be paired with someone that understands the concepts enough to complete the writing portion while Sam looks for the examples in the story. (Possibly Ashley or Julia)

Kevin may need extra support when finding examples of figurative language and putting an appropriate meaning to it. Pair Kevin and Ismael up and give them the examples of the figurative language and page numbers, but they have to look back in story to see what it means.