

Brandon Valley School District  
District Learning Plan  
April 27-May 1, 2020

Grade 5 ELA



## Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Figurative Language/Autobiography

SUBJECT/GRADE: 5th ELA

DATES: April 27- May 1



<p>What do students need to do?</p> <p><a href="#"><u>Link to BV instructional video for week of April 27 - May 1, 2020</u></a></p>	<p>Monday (4/27)</p> <ul style="list-style-type: none"> <li>● Review definitions of each type of figurative language on the FIGURATIVE LANGUAGE NOTES page.</li> <li>● Complete the figurative language review worksheet.</li> </ul> <p>Tuesday (4/28)</p> <ul style="list-style-type: none"> <li>● Read directions and explanations for the Autobiography Writing Project.</li> <li>● Begin answering the self-reflection questions on the autobiography page.</li> </ul> <p>Wednesday (4/29)</p> <ul style="list-style-type: none"> <li>● Write “Early Life” and “Early Years” paragraphs of your autobiography. (Paragraphs 1-2)</li> </ul> <p>Thursday (4/30)</p> <ul style="list-style-type: none"> <li>● Write “Elementary Years” and “Family Life” paragraphs of your autobiography (Paragraphs 3-4)</li> </ul> <p>Friday (5/1)</p> <ul style="list-style-type: none"> <li>● Write a “Future” paragraph of your autobiography.</li> <li>● Complete the Revising/Editing Checklist</li> <li>● Complete your final draft!</li> </ul>
<p>What do students need to bring back to school?</p>	<ol style="list-style-type: none"> <li>1. Figurative Language Review Worksheet</li> <li>2. Autobiography (Final draft only)</li> </ol> <p>Please return any classroom library books, school library books, or textbooks when complete.</p>
<p>What standards do the lessons cover?</p>	<p><b>5.L.5:</b> Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.</p> <p><b>5.W.2:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>5.W.2a:</b> Introduce a topic clearly, provide a general observation and focus, and group related information logically.</p> <p><b>5.W.2e:</b> Provide a conclusion related to the information or explanation presented.</p> <p><b>5.L.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<p>What materials do students need? What extra resources can students use?</p>	<p><b>Resources You Need:</b></p> <ul style="list-style-type: none"> <li>● Figurative Language Notes</li> <li>● Figurative Language Review Worksheet</li> <li>● Autobiography Directions/Questionnaire</li> <li>● Revising/Editing Checklist</li> <li>● Autobiography Final Draft</li> </ul>
<p>What can students do if they finish early?</p>	<ol style="list-style-type: none"> <li>1. Storyline Online: <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a></li> <li>2. Open Library: <a href="https://openlibrary.org/">https://openlibrary.org/</a></li> </ol>

Who can we contact if we have questions?

**Brandon Valley Intermediate School**

**Principal-** Mr. Skibsted- [Nick.Skibsted@k12.sd.us](mailto:Nick.Skibsted@k12.sd.us)

**Assistant Principal-** Mr. Pearson- [Rick.Pearson@k12.sd.us](mailto:Rick.Pearson@k12.sd.us)

**ELA Teachers:**

Ms. Relf- [Baylee.Relf@k12.sd.us](mailto:Baylee.Relf@k12.sd.us) (white team)

Mr. Carroll- [Aaron.Carroll@k12.sd.us](mailto:Aaron.Carroll@k12.sd.us) (red team)

Mrs. Klumper- [Abby.Klumper@k12.sd.us](mailto:Abby.Klumper@k12.sd.us) (silver team)

Mrs. Block- [Lindsey.Block@k12.sd.us](mailto:Lindsey.Block@k12.sd.us) (blue team)

**Notes:**

This week, you will be reviewing figurative language we have worked on all year. You will also get to write your own autobiography! An autobiography is the story of someone's life, written by that very person. On Tuesday, you will be able to complete an outline for your essay. Then, Wednesday-Friday, you will use the questions from your outline to write your autobiography. We've included a list of ideas for each paragraph, as well as a revising and editing checklist for you to use during your writing. You may submit your final copy to your ELA teacher by typing it out and sharing through Google Docs or turning in a paper copy to the school. Please reach out to your ELA teacher with any questions you may have--we'd love to help!

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***Instructional materials are posted below (if applicable)***

## FIGURATIVE LANGUAGE NOTES!

**Simile:** 2 unlike items are compared using like or as

She cried like a baby. He was as busy as a bee.

**Metaphor:** comparison between two items that are not alike and is said to be another.

I'm so hungry I could eat a horse. The snow is a white blanket.

**Hyperbole:** extreme exaggeration used to make a point

The child ate a million pieces of steak.

**Personification:** the act of giving human qualities to animals or inanimate objects

The wind hugged me as I sailed away.

**Idiom:** an expression whose meaning is different from the meaning of its individual words.

The test was a piece of cake.

**Onomatopoeia:** a word whose sound suggests its meaning

CRACK! Zoom!

**Alliteration:** the repetition of a constant sound at the beginning of words

Aaron always argues at April's.

**Oxymoron:** words that contradict each other. Go against.

Greg is a big baby when he loses.

**Symbol:** An object that stands for an idea.

Flag=Freedom. Dove=Peace

**Imagery:** Painting a picture with the 5 senses.

The green, gigantic tree stands next to the stinky, purple walrus.

**Figurative Language: Word Bank. Use each word once in the first section and second section.**

**Idiom    Metaphor    Hyperbole    Simile    Onomatopoeia**

**Personification    Imagery    Symbol    Oxymoron    Alliteration**

1. Comparison of two unlike objects using like or as \_\_\_\_\_
2. A combination of contradictory words. Words that go against each other. \_\_\_\_\_
3. Comparison of two unlike objects not using like or as \_\_\_\_\_
4. An object that stands for an idea. \_\_\_\_\_
5. The use of adjectives to provide a detailed description. \_\_\_\_\_
6. The repetition of a consonant sound at the beginning of words. \_\_\_\_\_
7. An exaggeration to make a point \_\_\_\_\_
8. A word whose sound suggests its meaning \_\_\_\_\_
9. An expression that means something different \_\_\_\_\_
10. Human qualities given to animals or inanimate objects \_\_\_\_\_

**Identify the figurative language in the sentence. Use the words from the word bank.**

11. Brooks fell asleep on Cassandra like she was his pillow. \_\_\_\_\_
12. The video camera broke into a million pieces. \_\_\_\_\_
13. The apples does not fall far from the tree in that family. \_\_\_\_\_
14. Cooper is a beautiful flower. \_\_\_\_\_
15. Her smile hugged me. \_\_\_\_\_
16. The U.S. flag stands for freedom. \_\_\_\_\_
17. The green bird sang a beautiful lullaby as the cold air began to come out. \_\_\_\_\_
18. BOOM! The book slammed against the table. \_\_\_\_\_
19. Amber always agrees after Melissa asks aloud. \_\_\_\_\_
20. The student was clearly confused when taking this test. \_\_\_\_\_

**Create your own (COMPLETE) sentence for each type of figurative language. DON'T COPY FROM ABOVE!**

21. simile: \_\_\_\_\_
22. metaphor: \_\_\_\_\_
23. idiom: \_\_\_\_\_
24. hyperbole: \_\_\_\_\_
25. onomatopoeia: \_\_\_\_\_
26. imagery: \_\_\_\_\_
27. symbol: \_\_\_\_\_
28. personification: \_\_\_\_\_
29. oxymoron: \_\_\_\_\_
30. alliteration: \_\_\_\_\_

# Autobiography Project:

## Writing the Story of Your Life!

While a biography describes the life of someone else, writers of an autobiography share stories and experiences from their OWN lives. Besides just sharing the facts, an autobiography tells a story, captures the readers' attention, and makes them want to read more.

**Directions:** Use the outline below to help you gather the most important information for your autobiography. You may need to ask others (your parents or guardians) for information about your early life. Please share only what you'd like to share; feel free to add extra information not included in the outline as well. This is YOUR story about YOUR life!

### Paragraph I: Early Life

- **Names:**

- First Name: \_\_\_\_\_

- Middle Name: \_\_\_\_\_

- Last Name: \_\_\_\_\_

- **Birth Details:**

- Date of Birth (month, day, year): \_\_\_\_\_

- Location (city, state, hospital): \_\_\_\_\_

- Other information to share: \_\_\_\_\_

\_\_\_\_\_

- **My Family:**

- Family Members (list names and their role in your life): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- I am the \_\_\_\_\_ (what number) of \_\_\_\_\_ children.

- I have \_\_\_\_\_ brothers and \_\_\_\_\_ sisters.

- Other interesting facts about my family (be brief; there's a whole paragraph about your family later on!): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Paragraph 2: Early Years—Before Kindergarten**

- How would your family describe you in your early years?
- Do your family members or siblings have any funny stories they tell about you? What are they? Do you have any memory of the event?
- What other information would you like to share about your early years?

## **Paragraph 3: Elementary Years (K-4)**

- What is your first memory about school? This can be any memory: getting on the bus, the 1<sup>st</sup> day of school, etc.
- In elementary school, what teachers stand out to you? Why?
- Think of a vivid memory you have about your experience in school. You don't need to talk about every grade, just stories or experiences that stand out in your mind!
- Who were your friends in elementary school? What do you remember most about your times with them?

#### **Paragraph 4: Family**

- Who are the members of your family? Describe them! What do they do?
- What are some interesting things you do as a family? Describe any traditions you have.
- Do you have pets? Which pets have been your favorite?
- Are there people outside of your family that you *consider* family? Share a memory of time spent with them.
- Ask a family member for their "words of wisdom" for a fifth grader. What would they have wanted to know as a fifth-grade student? Why?

#### **Paragraph 5: The Future**

- What do you want to be when you grow up? Why?
- What is one goal you have for the future? How do you plan to reach your goal?



# Autobiography Project:

## Writing the Story of Your Life!

Below, you will find example sentence starters for each paragraph of your autobiography. Feel free to use these examples to help to start your own writing!

### Paragraph 1: Early Life

- **Tell a brief story:** Before I was born, my older siblings hoped for a younger brother. In a house of FOUR girls, they were ready for a change. Unfortunately, they didn't get what they hoped for—they got something better. On January 1, 2000, the fifth Seashell sister was born...
- **Share an event that happened during your birth month/year:** Typically, babies born in April are welcomed home with mild temperatures, new buds on the trees, and many other signs of Spring. Just a two days after my birth on April 8, 1997, my parents drove their new bundle of joy home in a whiteout blizzard.

### Paragraph 2/3: Early Years and Elementary Years

- **Describe yourself as a toddler/elementary-aged kid in 3 words:** Rambunctious, goofy, and clumsy: these are just three words to describe me during my early years.
- **Tell a brief story:** I knew my elementary years were going to be eventful when on the FIRST day of Kindergarten, my sister and I got on the wrong bus.
- **Share your first memory:** Unfortunately, my first memory is not a joyful one. At my third birthday party, I rounded the corner of the living room to find that my older sister was opening my presents.

### Paragraph 4: Family

- **Introduce your family members:** My family is made up of four smart, kind people...
- **Share a family memory:** My family has made many fun memories over the years. One that stands out in particular is...
- **Share a family tradition:** Everything you need to know about my family can be summed up by describing our yearly summer vacations. Each June, we take a road trip to...

### Paragraph 5: Future

- **Describe where you see yourself as an adult:** In 15 years, I see myself studying to become an astronaut. I want to be an astronaut because...
- **Share a major goal:** As an adult, my goal is to be a director of documentaries for Netflix...
- **If you get stuck, try to answer the following questions:** What will you be? Where will you be? Who will be with you? Why do you want to have a particular job or profession? What will you have to do to reach these goals?

# Revising/Editing Checklist

**Directions:** Read the rough draft of your essay aloud to yourself. Then, **use the list below to make revisions and** edits on your work. Once you believe you are finished, read your draft aloud to another person and make other changes as needed.

Revision/Edit	Check When Complete
1. I read my essay to myself to be sure all parts make sense.	
2. My essay includes a title that captures the readers' attention.	
3. My essay is five paragraphs long. It discusses my Early Life, Elementary Years, Family, and Future Plans.	
4. I indented each new paragraph. <u>Draw an arrow to show the space you used to indent.</u>	
5. Each sentence starts with a capital letter. <u>Circle all capital letters at the beginning of each sentence.</u>	
6. I use capital letters for proper nouns AND anytime I use "I." <u>Circle all capital letters used for proper nouns.</u>	
7. I include proper punctuation marks at the end of each sentence. <u>Highlight each punctuation mark.</u>	
8. I spell all words correctly. <u>Cross out any misspelled words and make the correction above.</u>	
9. I reread my essay to another person and made the changes they suggested.	
10. Use this space to make a list of other revisions/edits you can make to your essay.	

# Autobiography Project:

## Writing the Story of Your Life!

### Rubric

	<b>Meets Expectation (3)</b>	<b>Approaches Expectation (2)</b>	<b>Attempts Expectation (1)</b>
Ideas & Content	Autobiography includes details about early life, school years, family, and future plans.	Autobiography includes details about three out of four sections.	Autobiography includes details about two or fewer sections.
Organization	Autobiography is told in chronological order; good flow of information from beginning to end; 5 paragraphs.	Autobiography is told in chronological order; 4 paragraphs.	Autobiography is told in random sequence; 3 or fewer paragraphs.
Voice	Draws the reader in. Uses emotion through their words and paints a picture for the reader.	Signs of emotion throughout. Written in own words.	No evidence of students' voice coming through their autobiography.
Word Choice	Words have clear meaning that catch the readers' attention. Descriptive adjectives and interesting nouns.	Repeats a few of the nouns. Some phrases have little clarity. Some nouns are without interesting adjectives.	No adjectives. Words do not have clear message/meaning.
Sentence Structure	The autobiography flows smoothly. Sentences are varied in length, sentences beginnings are varied, and transitions are present.	Attempts to transition between paragraphs. Some beginnings are repeated. Few instances of short, choppy sentences in paragraphs.	Hardly any transition between paragraphs. Sentences are short and do not vary. No flow from one sentence to the next.
Writing Conventions (Mechanics)	Correct spelling, grammar, and punctuation; complete sentences and correct use of capitalization	Few spelling and grammar errors; correct punctuation; complete sentences	Some spelling and grammar errors; most sentences have punctuation and are complete; uses upper- and lower-case letters