

Building Language Skills with The Seattle Times

January 12, 2017

Article: Sites Alive: Week 9, "Wildlife"

Wednesday, January 11, 2017 in the print replica of The Seattle Times, Sports, page C4

Standard:

CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.L.5.5.A

Interpret figurative language, including similes and metaphors, in context.

Objective: Students will examine similes and metaphors, using what they discover to create their own.

Pre-Reading:

Draw a picture of or write a journal entry about what you think it would be like to be on a little boat for a long period of time.

Vocabulary:

As you read, look for the following vocabulary words that appear in today's article. Write down what you think the words mean based on the "context," or how the words are used in the sentence in which they appear. Next, look up the definitions in a dictionary and see how close your guess was for each word.

domain

dynamic

escorted

hemispheric

horizon

limousine

marine

myriad

petrels

precious

wilderness

Comprehension:

1. What types of animals has Rich Wilson seen in the water?
2. What types of animals has Rich Wilson seen in the sky?
3. The ocean is our planet's largest _____.
4. How many types of albatross are there? Which type is the largest?
5. What did some sailors believe about the albatross?
6. Up to what speed can an Albatross fly?
7. Who is the oldest seabird in the world?

Post-Reading:

After reading the article discuss the following questions:

How did the reading compare to your drawing or journal entry? Is there anything new that you would add to your drawing or journal entry? What did you notice about the way that the authors spoke about the ocean? Which descriptions and details stuck out to you? Why?

Building Language Skills:

Simile: a figure of speech involving the comparison of one thing with another thing of a different kind, used to make a description more emphatic or vivid (e.g., *as brave as a lion*, *crazy like a fox*).

Metaphor: a figure of speech in which a word or phrase is directly applied to an object or action to which it is not literally applicable (e.g., *my love is flower*, *Stacy is a bad apple*).

Discuss the definition of **simile** and **metaphor** (above). As a class, find an example of both a simile and a metaphor in the text. How do you know which one is which?

On your own or in a small group read through the article again and see how many similes and metaphors you can find. Compare what you find with the rest of the class. Which ones do you like the best? Are there any that you have a hard time picturing? Why? What do you think makes a strong simile or metaphor? Use what you learned to update your pre-reading exercise:

- If you wrote a journal entry in your warm up, see if you can add at least 2 similes and 2 metaphors to what you wrote.

- If you drew a picture, try writing a description of your picture using at least 2 similes and 2 metaphors.

Comprehension Question Answers:

1. Tiny shrimp, squid, flying fish, a baby Portuguese Man-of-War, groups of dolphins
2. Stormy petrels, terns, the enormous Albatross, myriad of other birds
3. Wilderness
4. There are 22 species of Albatross; the wandering albatross is the largest kind
5. That it carried the soul of dead sailors— and that seeing one was good luck
6. Up to 67 miles per hour
7. Wisdom, a Laysan albatross