

Grade 2

Sports and Games

English Language Arts Lesson Day 1

Rationale

- ✚ The intent of this lesson is to prepare students for the Common Core State Standards by writing narrative pieces, supporting a topic. In addition, students will utilize literary elements to enhance writing.

Goals

- ✚ To expose students to literary elements
- ✚ To have students understand literary conventions
- ✚ To enhance students' writing by including details describing action, thoughts and feelings

Standards

- ✚ **W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- ✚ **SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Objectives

- ✚ Students will be able to demonstrate an understanding the definitions of simile and metaphor.
- ✚ Students will be able to create examples of similes and metaphors.
- ✚ Students will use literary elements to enhance narrative writing

Materials

- ✚ Handout: "I'm a Superhero! I can..."
- ✚ Narrative writing prompt
- ✚ Chart paper
- ✚ Markers
- ✚ Pencils
- ✚ **Optional:** Books depicting similes: Quick as a Cricket by Audrey and Don Wood; The Seashore Book by Charlotte Zolotow; Owl Moon by Jane Yolen. (These books contain lots of descriptive, poetic language and interesting similes.)

Procedure

- ✚ **Anticipatory Set (Brainstorming):** Ask the students to name any superheroes (Spiderman, Batman, Superman, Fantastic Four, X Men, Hulk). Copy their responses on the board or chart paper. Ask the students to tell you what special powers the superheroes have and copy them on the board or chart paper. Tell the students that they will have an opportunity today to become superheroes. Say- “In order to create your superhero qualities you need to know two types of imagery: simile and metaphor.”
- ✚ **Imagery:** Tell the students that one way that writers improve their writing is by including imagery. Imagery is using words to paint a picture, or image, in a reader’s mind. Two common types of imagery that writers use are similes and metaphors. Both compare two different things in a creative and imaginative way.
- ✚ **Simile:** A simile is a figure of speech where something is compared to something else, using the words “as” or “like.”
- ✚ **Examples of similes:** (Write these examples on chart paper).
You look as cold as a Popsicle.
Zoe looked as pretty as a picture.
Her hair shimmered like gold.
Boston Marathon winner ran like the wind.
- ✚ **Discussion Questions:**
Is this the first time you have heard similes like these?
Have you ever used similes yourself?
Do you ever compare something to another thing?
- ✚ **Metaphor:** A metaphor is like a simile except that it compares or contrasts two things without using the words “like” or “as.” A metaphor is a stronger comparison than a simile. The use of metaphor implies that the things being compared are equal.
- ✚ **Examples of Metaphor:** (Write these examples on chart paper).
Her hair was gold.
It is raining cats and dogs.
My mom told me that my bedroom is a disaster area.
Maria’s cousin Alexis is a star.
- ✚ **Discussion Questions:**
Do any of these examples sound familiar?
How many are new to you?
- ✚ **Handout:** Before introducing the handout to the students go over the action words. At this time you may want the students to get out of their seats and perform the actions. Tell the students to show you how a superhero might do each of the actions. You may want to let the students move around the classroom for some of the actions.
- ✚ **Paired/Group Activity:** Explain the handout to the students. Depending on the students’ abilities with figurative language you may want to have them work in pairs or small groups.
- ✚ **Teacher’s Role:** Monitor students’ responses. Identify the students that are having difficulty coming up with examples of similes and metaphors. Work with these students on a one-to-one basis.
- ✚ **Closure:** Allow the students to present their answers to the class. Whenever possible have them perform the actions of the superheroes. Students may have the option to present their responses as a song (chorus [after each statement]: I’m a superhero! Superhero! Super, superhero!).

Teacher & Teachers' Aide Observations During the Group Activity

- ✚ Which students seemed to struggle developing similes and metaphors?
- ✚ Which students are struggling with spelling and grammar convention?
- ✚ Which students were easily coming up with similes and metaphors?

Assessment

- ✚ Students' responses on handout should show understanding of similes and metaphors.

Follow Up

- ✚ Have the students design an outfit for their own superhero. Then have them write a descriptive paragraph describing the outfit from the point of view of an onlooker.

I'm a Superhero! I can....

For the sentences below use a simile or metaphor to describe your superhero abilities.

I am a superhero! I can jump _____

I am a superhero! I can run _____

I am a superhero! I can hide _____

I am a superhero! I can play _____

I am a superhero! I can stretch _____

I am a superhero! I can climb _____

I am a superhero! I can swim _____

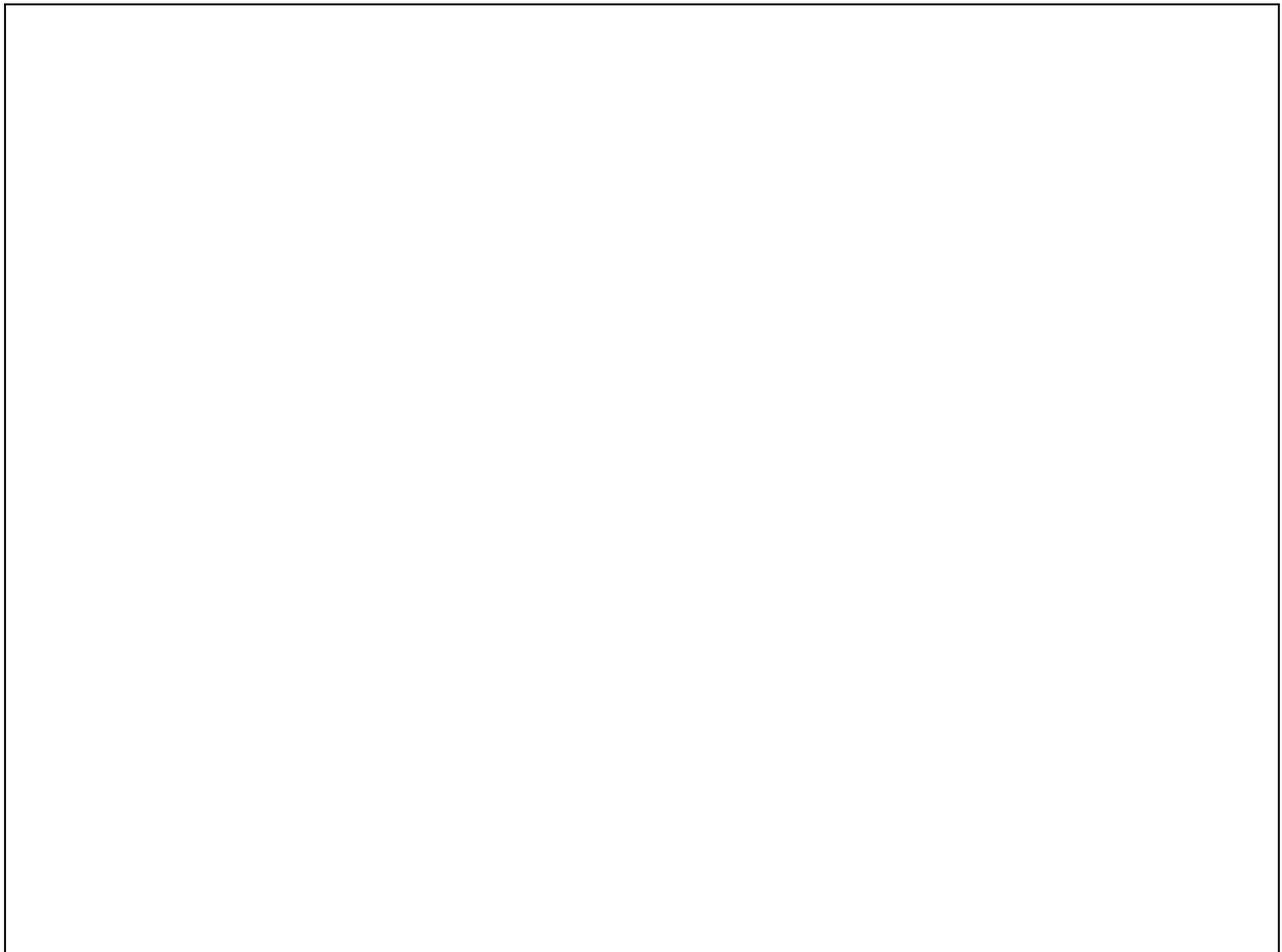
I am a superhero! I can fly _____

Create your own:

I am a Superhero! I can _____

Superhero for the Day!

Imagine that you awake one morning with super powers. Start a story about your day with super powers. Describe your super powers and think about how you will use them throughout the day. Draw a picture to go along with your paragraph.



Examples of Figurative Language (Teacher use only)

Simile: A simile is a comparison that often uses the words “like” or “as”. One example of a simile would be to say, “Jamie runs as fast as the wind.”

Metaphor: A metaphor is a comparison made between things which are essentially not alike. It is similar to a simile but does not use “like” or “as”. One example of a metaphor would be to say, “Nobody invites Edward to parties because he is a wet blanket.”

Alliteration: Alliteration is the regular repetition of a consonant sound. The tongue twister, “Peter Piper picked a peck of pickled peppers,” is an example of alliteration. Alliteration adds rhythm and an almost musical quality to your words.

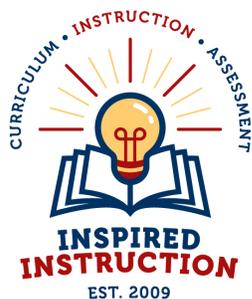
Personification: When something that is not human is given human-like qualities, this is known as personification. An example of personification would be to say, “The leaves danced in the wind on the cold October afternoon.”

Hyperbole: Exaggerating, often in a humorous way, to make a particular point is known as hyperbole. One of example of hyperbole would be to say, “My eyes widened at the sight of the mile-high ice cream cones we were having for dessert.”

Onomatopoeia: When you name an action by imitating the sound associated with it, this is known as onomatopoeia. One example of onomatopoeia would be to say, “The bees buzz angrily when their hive is disturbed.”

Idiom: An idiom is an expression used by a particular group of people with a meaning that is only known through common use. One example of an idiom would be to say, “I’m just waiting for him to kick the bucket.” Many idioms that are frequently used are also considered clichés.

Symbolism: Symbolism occurs when a \\\n noun, which has meaning in itself, is used to represent something entirely different. One example of symbolism would be to use an image of the American flag to represent patriotism and a love for one’s country.



Grade 2

Sports and Games

English Language Arts Lesson Day 2

Rationale

- ✚ The intent of this lesson is to prepare students for the Common Core State Standards through exposure to advanced proficient elements in expository writing.

Goals

- ✚ To help students understand that figurative language serves to enrich language and to add depth and understanding to the written word
- ✚ To have students understand literary conventions
- ✚ To enhance students' writing by building a repertoire of advanced-proficient elements for use in writing prompts

Standards

- ✚ **L.2.5** Demonstrate understanding of word relationships and nuances in word meanings.
 - Identify real-life connections between words and their use (e.g. describe foods that are spicy or juicy)
 - Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., slender, skinny, thin)
- ✚ **L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjective and adverbs to describe (e.g., When other kids are happy that makes me happy).

Objectives

- ✚ Students will be able to learn the definitions of alliteration and hyperbole.
- ✚ Students will be able to create examples of alliteration and hyperbole.
- ✚ Students will be able to draw a sports cartoon.

Materials

- ✚ Handouts- “How to Draw Sports Cartoons;” “My Sport Cartoon”
- ✚ Chart paper
- ✚ Markers
- ✚ Pencils
- ✚ *Optional:* **Books depicting Alliteration:** A My Name is Alice by Jane Bayer; Alligators All Around by Maurice Sendak. **Books depicting Hyperbole:** The Boy who was Raised by Librarians by Carla Morris; The Hat by Jan Brett; Cloudy with a Chance of Meatballs by Judi Barrett
- ✚ *Optional:* **YouTube:** Easy Cartoon Drawing: How to Draw Cartoon Sports Equipment
www.youtube.com/watch?v=d_QfCN1Hyto

Procedure

- ✚ **Anticipatory Set:** Work with a partner; generate a list of 5 similes or metaphors related to our theme (sports and games). Write them in your journal and place a star next to your best simile or metaphor. Have some students share their responses with the class.
- ✚ **Introduce the figurative of speech:** Say- Yesterday we learned two figurative language words. Who can name them? Today we will be learning about two different figurative language words: Alliteration and Hyperbole
- ✚ **Alliteration:** Alliteration is repeated consonant (not vowels) sounds occurring at the beginning of words or within words.
- ✚ **Examples of Alliteration:**
 - She was wide-eyed and wondering while she waited for Walter to waken.
 - Anna’s aunt ate apples and acorns around August Rabbits Running over Roses.
 - Careless cars cutting corners create confusion.
 - Hannah’s home has heat hopefully.
 - Sara’s seven sisters slept soundly in sand.
 - Tim’s took tons of tools to make toys for tots.
- ✚ **Hyperbole:** Hyperbole is an exaggerated statement used to heighten effect. It is not used to mislead the reader, but to emphasize a point.
- ✚ **Examples of Hyperbole:**
 - Max is the fastest thing on two feet.
 - Basketball is the only thing that ever mattered to him.
 - She’s said so on several million occasions.
 - I could sleep for a year.
 - This box weighs a ton.
 - Pedro is running faster than the speed of light.
 - I tried a thousand times.
- ✚ **Modeling:** At the rug, toss a soft volleyball to each student. As the student catches the ball, he/she will inform the group what kind of sport or game they play or like. Discuss with the students the attributes of each sport.
- ✚ Allow students to create their own alliteration or hyperbole using the theme of sports and games. Copy students’ responses on chart paper. Copy students’ responses on chart paper. Encourage students to add to this chart (could be done with sticky notes) every time they encounter an example of figurative language.
- ✚ **Paired/Group Activity:** Draw a cartoon about your favorite sport that includes a hyperbole and/or alliteration. Tell the students that they might draw and exaggerate a situation. You may want to share with the students the handout, “How to make a Sports Cartoon” and/or may want the students to watch the video, “How to Draw Cartoon Sports Equipment” on YouTube.
- ✚ **Teacher’s Role:** Monitor students’ responses. Identify the students that are having difficulty coming up with examples of hyperboles and alliterations. Work with these students on a one-to-one basis.
- ✚ **Closure:** Allow the students to share their cartoon with the class.

Teacher & Teachers' Aide Observations During the Group Activity

- ✚ Which students seemed to struggle developing hyperboles and alliterations?
- ✚ Which students are struggling with spelling and grammar convention?
- ✚ Which students were easily coming up with hyperboles and alliterations?

Assessment

- ✚ Students' ability to write a hyperbole and/or alliteration will show understanding.

Follow Up

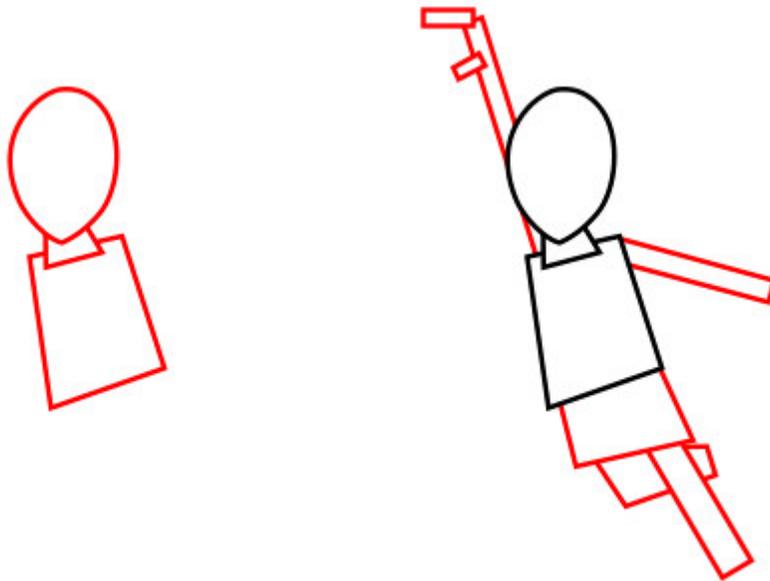
- ✚ Challenge students to find and bring to class examples of figurative language in newspapers, magazines, and textbooks or even on cereal boxes.

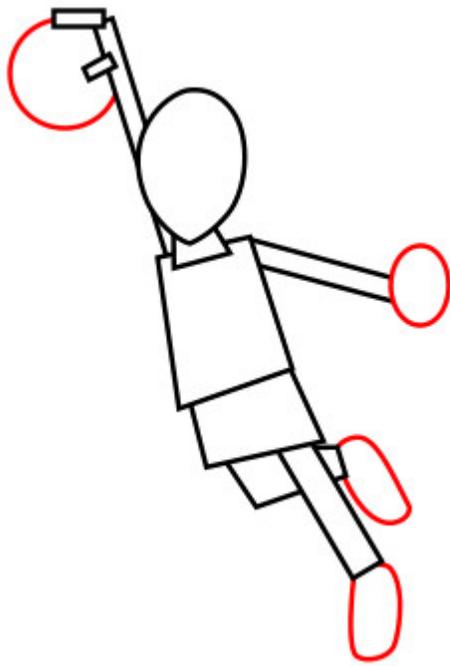
How to Draw Sports Cartoons

HOCKEY CARTOON PLAYER

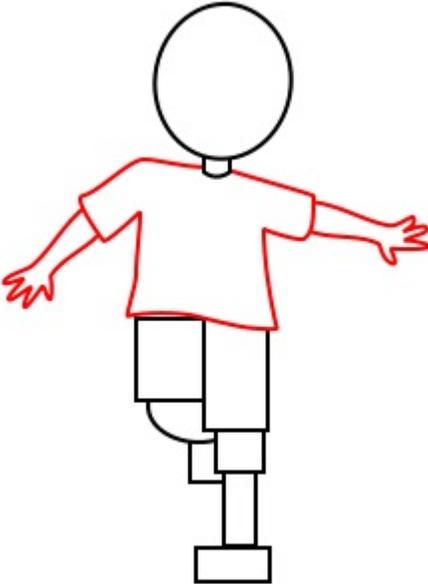
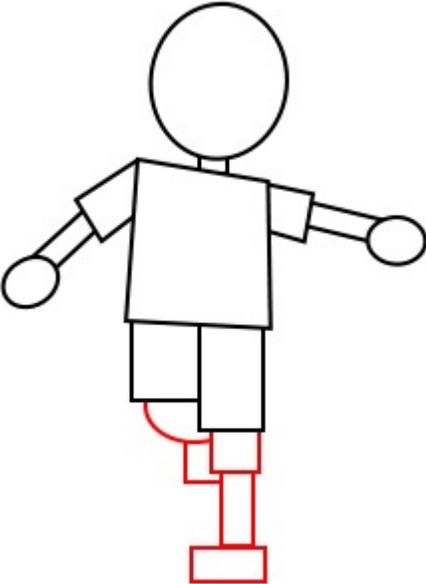
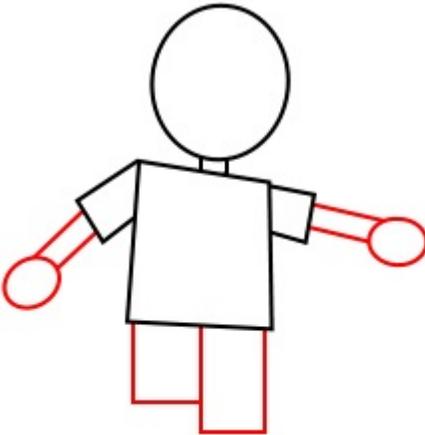
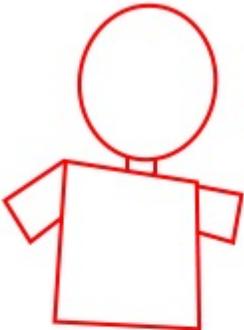


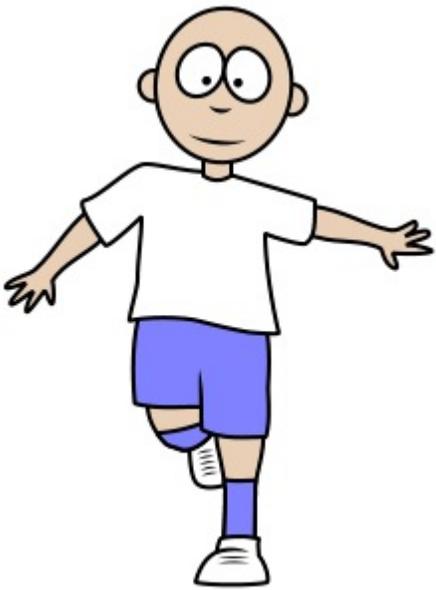
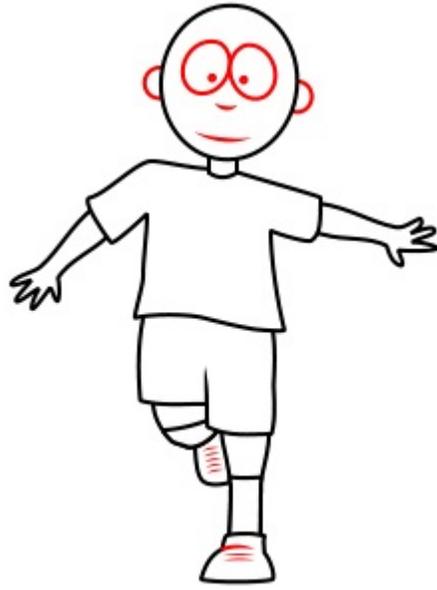
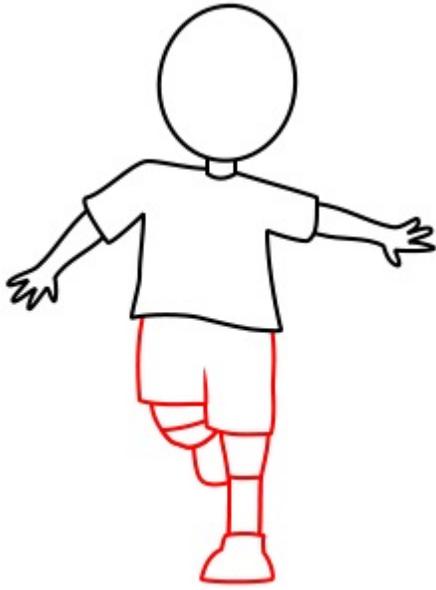
BASKETBALL CARTOON PLAYER



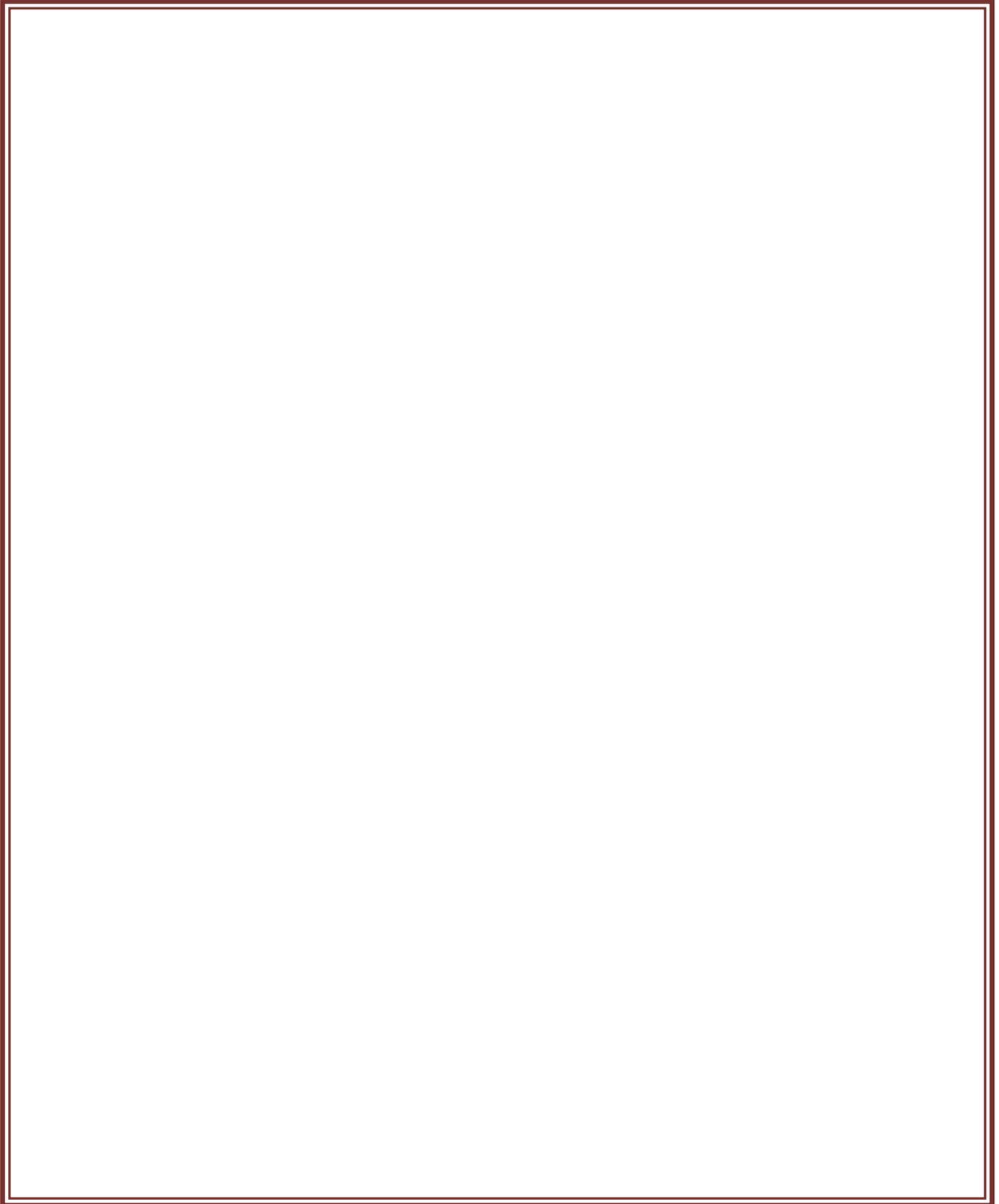


SOCCER CARTOON PLAYER



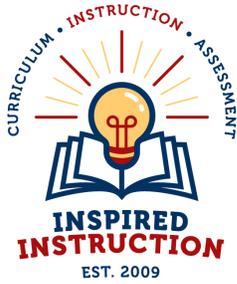


My Sport Cartoo



Movement Words

Slide	Munch	Tap
Run	Rush	Jump
Trip	Scratch	Kick
Shoot	Hop	Slap
Throw	Bat	Fall
Glide	Crawl	Dance
Punch	Bounce	Bump
Sprint	Grind	Dash
Flee	Stroll	Adjust
Wander	Hike	Draw
Dart	Scramble	Talk
Skip	Swing	Spin
Feel	March	Stomp
Scoot	Whip	Drool
Gallop	Clap	Bolt
Skate	Cheer	Laugh
Tiptoe	Rummage	Hustle
Trot	Scamper	Scurry
Escape	Trek	Mend
Trudge	Zip	



Grade 2

Sports and Games

English Language Arts Lesson Day 3

Rationale

- ✚ The intent of this lesson is to prepare students for the Common Core State Standards by adhering to grammar and usage rules to improve their writing.

Goals

- ✚ To have students practice applying elements of advanced proficiency in their writing
- ✚ To encourage students to use figurative language to enhance their writing
- ✚ To identify textual conventions
- ✚ To explore plot by defining parts of a story through images and words

Standards

- ✚ **L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - f. Produce, expand, and rearrange complete simple and compound sentences
- ✚ **L.2.2** Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

Objectives

- ✚ Students will be able to write the script for a comic strip.
- ✚ Students will be the definition of the following figurative language: personification, exaggeration and onomatopoeia.
- ✚ Students will be able to create examples of similes, metaphors, personification and onomatopoeia.
- ✚ Students will be able to understand how character and plot development, point of view, and tone are used to support a story line.

Materials

- ✚ Chart paper
- ✚ Construction paper
- ✚ Pencils
- ✚ Crayons
- ✚ Markers
- ✚ Color Pencils
- ✚ Glue
- ✚ Scissors
- ✚ Overhead projector
- ✚ Transparency of comic strip
- ✚ Handouts: *How to Create a Comic Strip, Examples of Comic Strips, Comic Strip Paper*

- ✚ **Optional-** Copies of Comic Books or Sunday Comics (Students can view them for ideas as they write their own strips).
- ✚ **Optional-** Books depicting onomatopoeia: Mr. Brown Can Moo, Can You? by Dr. Seuss, The Little Mouse, the Red Ripe Strawberry and the Big Hungry Bear by Don and Audrey Wood, Night in the Country by Cynthia Rylant. (These books are great for mini-lessons to introduce students to onomatopoeia).

Procedure

- ✚ **Anticipatory Set:** Have you read comic books? Which kind? Did they have words that describe sounds? Which ones? Copy students' responses on chart paper.
- ✚ Tell the students that today they will have an opportunity to write a comic strip using the theme of sports and games.
- ✚ **Figurative Language:** Figurative language is a use of language that exaggerates or alters the usual meanings in order to provide description of an image or idea. Figurative language includes the use of similes, metaphors, alliteration, onomatopoeia, hyperbole, personification, idioms and clichés. One can make a comparative statement, an exaggeration, create words from sounds, or give human qualities to inanimate objects. Figurative language conveys meaning by saying that one thing is like something else.
- ✚ Say- "For today's lesson we will concentrate on the following figurative language: personification, exaggeration and onomatopoeia."
- ✚ **Personification-** Personification assigns human characteristics to animals, objects, or ideas. An example of personification would be, "The cherries smiled up from the bowl." "The old pumpkin sat with a frown on its face."
- ✚ **Exaggeration-** Exaggeration means overemphasizing an aspect or feature of what you are discussing beyond literal meaning. Examples include: "My best friend has 10 million pieces of jewelry." "Eating that sundae will make my stomach as big as a house."
- ✚ **Onomatopoeia-** Onomatopoeia is used often in comic books, and refers to the sound something makes, such as in words like "hum," "buzz" and "oink."
- ✚ Brainstorm a list of sound words they might want to use: "RING!" "RING!" for the phone, "Knock!" "Knock!" for the door, "BOOM!" for thunder, etc.
- ✚ **Model:** Project a transparency of a comic strip using the overhead projector. Explain that every story, even a short comic strip story, has certain elements. Have students identify the following elements in the comic strip: character(s), setting, point of view, tone, plot development.
- ✚ **Group Activity:** Each group will create a comic strip. Explain to the students that Superheroes, the common subject of comic books, are exaggerations of the desirable qualities of humans. Tell the students that the pages of most comics contain onomatopoeic phrases, especially in fight scenes. For example, "POW!", "BOOM!", "CRASH!", "CLUNK!" and "VROOM!"
- ✚ Explain to the students that they must bring their characters to life by using figurative language (simile, metaphor, personification, exaggeration, onomatopoeia).
- ✚ Go over the handout, "How to Make a Comic Strip." Discuss the steps with the students.
- ✚ Show the students examples of comic strips. Refer to handout if you don't have any examples.
- ✚ Explain to the students that the comic strip must contain the following:

Title

Character(s) (Names)

Setting (time and place) Background should match the setting.

Plot (Describe the conflict that the character(s) have).

Resolution (Describe how the character(s) resolved the conflict and describe the resolution).

Drawing should be colorful and relevant to the text

- ✚ Divide up the workload so that all group members are working equally. Tell the students that artistic talent is not necessary; knowing the story and putting effort and creativity into the project is all it takes!
- ✚ Hand out the comic strip paper. Have students utilized as many panels as needed to complete their story line. Students should add as little or as much text as they feel necessary.
- ✚ Have students use construction paper to glue the finished panels in sequence.
- ✚ **Teacher's Role:** Monitor students' progress by focusing on something you liked about the comic strip, asking questions and giving advice to improve the writing. Have the students revise their script after feedback is given.
- ✚ **Closure:** Have the students' share any difficulties they have encounter while completing their comic strip. Prompt the students to discuss how they problem-solved.

Teacher & Teachers' Aide Observations During the Group Activity

- ✚ Which students easily utilized figurative language such as simile, metaphor, personification, exaggeration and onomatopoeia?
- ✚ Which students were struggling to create a story line?
- ✚ Which students had difficulty utilizing figurative language?
- ✚ Which students were making grammatical errors?

Assessment

- ✚ Evaluation on the comic strips should demonstrate an understanding of figurative language.

Follow Up

- ✚ Have students use figurative language to describe family members, a pet or their room at home.

How to Create a Comic Strip

Step #1: Choose a concept related to our theme (sports & games). It can be anything you want. Just about any story - long or short, happy or sad, silly or kind of serious - can be told in comic form.

Step #2: Write your story. Think about how to compose each panel and how to make your point to the reader.

Step #3: Practice drawing the characters, locations, and objects that will be in your story. Making sure you know how each character looks from all angles will help your readers identify them, even if there's a lot of action around them on your pages.

If you want your characters to talk, draw a circle with a curved triangle pointing out of the circle, directed to the character that is talking. If you want them to be thinking, draw two or three little clouds coming from them with the last (top) cloud being large enough for what you are writing.

Step #4: Look at the flow of the story. This includes dialogue, thoughts, narration, and sound effects. You may want to write this out in a script to make sure that you have used figurative language.

Step #5: Lightly write in the lettering. You may be tempted to start drawing first, but you need to make sure there's room for your text boxes and word or thought balloons.

Step #6: Sketch in the drawings. Make sure that everything in each panel is clear and works the way you want it to. Are drawings crowding the lettering making it hard to read? Is a word balloon covering an important detail in your artwork? Is everything clear and easy to understand? This is called "penciling." Try to use a sharpened pencil so people can read your comic. (Maybe a mechanical pencil would be good).

Step #7: Finish up your sketch. Add details to the characters, objects, and backgrounds.

Step #8: Add color to your finished pages if desired. Some artists just leave the work in pencils. Most comics, however, are colored over the finished pencils.

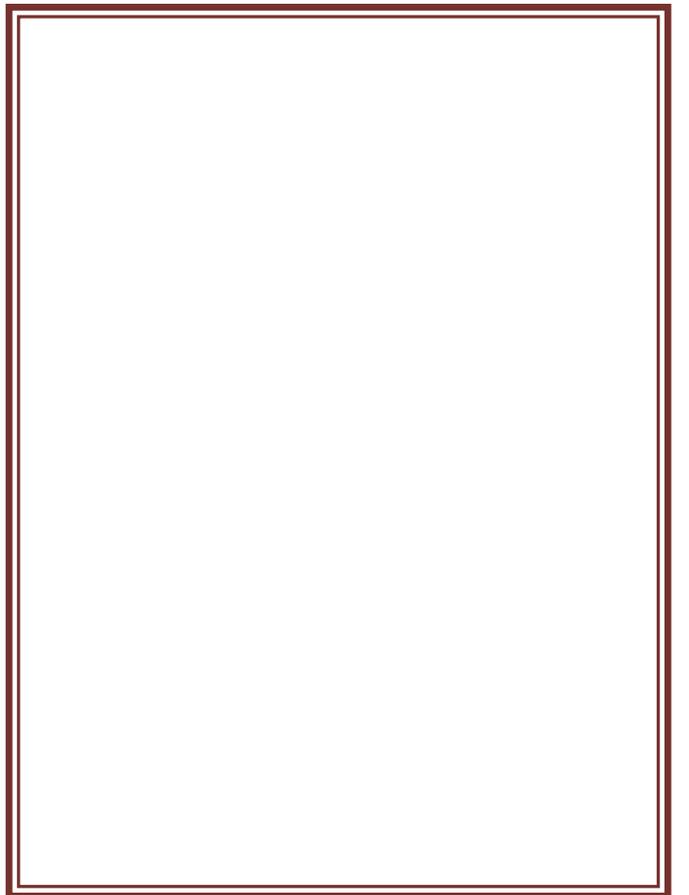
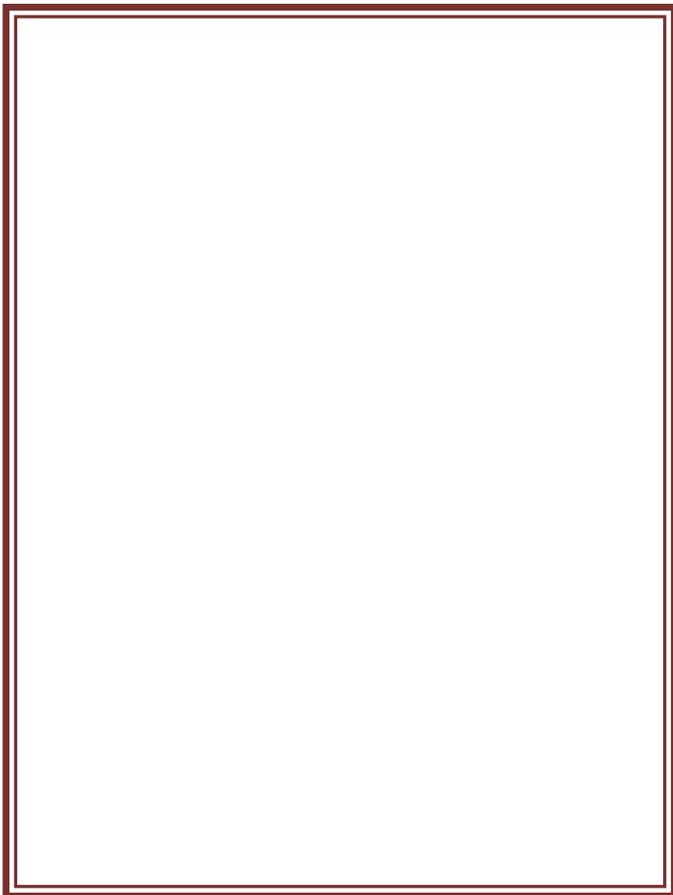
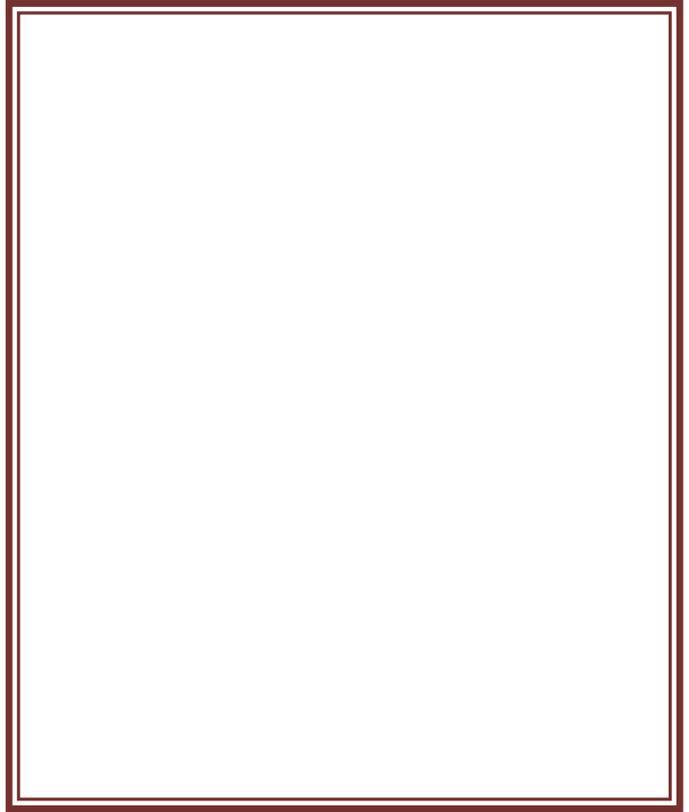
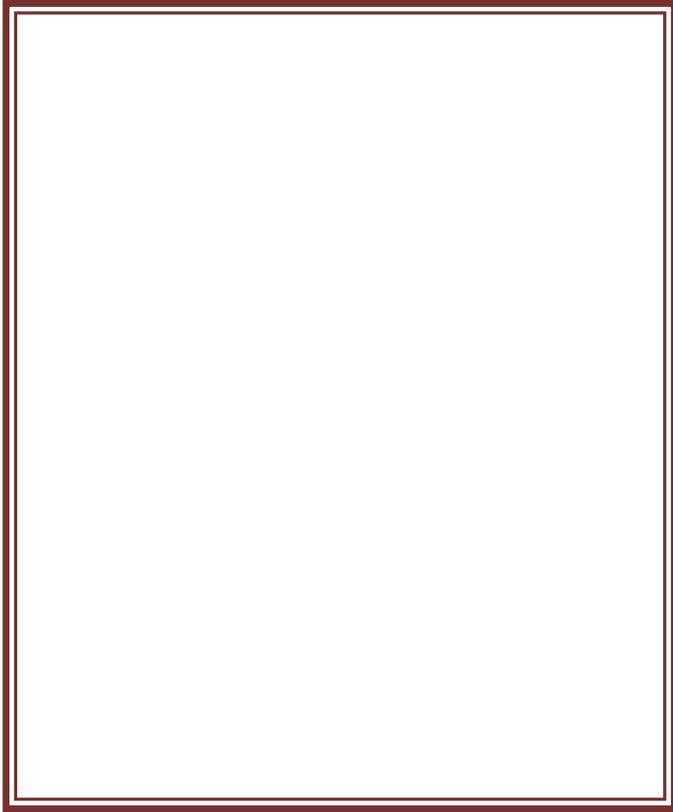
Step #9: Darken your letters in. Outline them with a thin marker or just press really hard with a pencil. Make sure your letters are legible. Don't forget to check your spelling.

Examples of Comic Strips



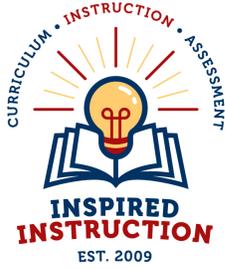
Examples of Comic Strips (continued)





Onomatopoeia Words

Grunt	Clap	Pound
Squeal	Beat	Yell
Crunch	Stomp	Rhythm
Whistle	Slam	Tap
Grind	Squeak	Alarm
Whack	Zip	Wind
Thunder	Snap	Clip
Grumble	Screech	Bark
Wail	Whisper	Sonic Boom
Snip	Cluck	Pitter Patter
Chew	Revvng Engine	Pop
Tick Tock	Splash	Drip
Boom	Ding Dong	Rushing water
Rustle	Sizzle	Rumble
Howl	Peep	Beep
Honk	Ring	Cry Out
Sang	Murmur	Mumble



Grade 2

Sports and Games

English Language Arts Lesson Day 4

Rationale

- ✚ The intent of this lesson is to prepare students for the Common Core State Standards by using figurative language and elements of plot, setting and character.

Goals

- ✚ To have students practice applying elements of advanced proficiency in their writing
- ✚ To introduce students to character, plot development, point of view, and tone through the use of comic strips

Standards

- ✚ **RL.2.6** Acknowledge differences in the points of view of characters, including speaking in a different voice for each character when reading dialogue aloud.
- ✚ **RL.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Objectives

- ✚ Students will be able to complete their comic strips.
- ✚ Students will be able to present their comic strips depicting figurative language to the class.
- ✚ Students will be able to recognize complex elements of plot, including setting, character development, conflicts, and resolutions.

Materials

- ✚ Comic Strips
- ✚ Handout- “Evaluation Rubric for Comic Strip”

Procedure

- ✚ **Anticipatory Set:** Have the students discuss in their groups the following question: *How does this comic strip’s story line relate to your life, another text or world? What influenced the story line?*
- ✚ **Brainstorm:** As a group, brainstorm generic figurative language elements that can be use in any setting. Add students’ responses to the chart paper created in lesson 1.
- ✚ **Evaluation Rubric:** Share with the students the Evaluation Rubric. Discuss and explain each of the rubric’s components. Students will benefit from knowing the criteria that will be used to assess their comic strip.
- ✚ **Presentations:** Give each group an opportunity to finish and edit their comic strips.
- ✚ Presentations can begin once every group has finished their comic strips.
- ✚ Students should be encouraged to assume the role of the characters.

- ✚ Students may also use the rubric to score their peers. Option: The group with the highest score wins.
- ✚ **Teacher's Role:** As a facilitator, teacher will monitor, encourage and scaffold the writing when needed.
- ✚ **Closure:** Have the students discuss in their groups the following questions:
If you have an opportunity to create another comic strip, what topic would you choose?
What would you do different? Have volunteer students share their responses.

Teacher & Teachers' Aide Observations During the Group Activity

- ✚ Does student work show organization?
- ✚ Does student work show creativity?
- ✚ Is the writing eligible?
- ✚ Does the text match the images?
- ✚ How many students were editing their script before their presentations?

Assessment

- ✚ Evaluation on the comic strips.
- ✚ Does the script contain figurative language?
- ✚ Does the script contain the elements of a story?

Follow Up

- ✚ Students can move into a group and together create a comic strip that involves all four of their superheroes from earlier in the week.

Evaluation Rubric for Comic Strip

Group Name: _____

Criteria	Advanced 4	Proficient 3	Partially Proficient 2	Novice 1	Score
Organization	Excellent use of space, very well balanced.	Good use of space for words and drawing.	Better use of space, lack of balance.	Poor use of space, lack of balance between text and drawing.	
Illustration	Excellent depiction, accurate, many visual details, excellent visual appeal.	Good attention to detail, visual information is mostly accurate, appropriate and related to content, good visual appeal.	Some attention to details, some appropriate and accurate visual information, some visual appeal.	Lack in detail, inaccurate visual information, lacks visual appeal.	
Content of message	Excellent presentation of ideas and details, accurate, imaginative, meaning very clear.	Good presentation of main ideas and details, accurate meaning clear.	Missing a major point, inaccurate, meaning somewhat clear.	Missing major points, inaccurate, meaning is unclear.	

Comments:
