

## Guided Reading

### Overview:

Grade Level: 5<sup>th</sup>

Time Allocated: 15 minutes

Number of Students: 5

Literacy Learning Goals: Students will be able to interpret figurative language in poetry by drawing on what they know to be true in the physical world to make connections between concrete reality and abstract imaging.

Rationale: By understanding figurative language, students will be able to pick up on nuances and double-meanings in all types of text and speech that they may encounter, which will help them to make responsible decisions based on whole truths rather than what is first heard or read.

Standards:

CCSS.ELA-LITERACY.RL.5.4

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Grouping: Small group; The small grouping allows for the instructor to focus on a specific skill that the grouped children need help developing.

Preparation:

- Print each student a copy of Robert Frost's poem, *Nothing Gold Can Stay*.

*Nothing Gold Can Stay*

Robert Frost

Nature's first green is gold,  
Her hardest hue to hold,  
Her early leaf's a flower;  
But only so an hour.

Then leaf subsides to leaf.  
So Eden sank to grief,  
So dawn goes down to day.  
Nothing gold can stay.

- Print a teacher copy for marking
- Provide each student with a whiteboard and marker

### Instructional Plan:

'I can' Statement: I can decode figurative language to find the hidden meaning of a text.

1. Teacher will tell students, "Today we will be working to decode figurative language to find out its true meaning. By raise of hands, how many of you have an idea about what figurative language might be?"
  - a. If students say that they have an idea about what figurative language is, allow them one minute to write all that they know about it on a whiteboard. Share answers.
  - b. If students do not have an idea about what figurative language is, proceed to Step 2.
2. Explain to students that figurative language is any language or text that is not literal, meaning that what you hear at first is not necessarily what the author *really* means.
  - a. Give students the example, "The girl was green with envy." Ask students "Was the girl actually green? (No.) What does this mean, then?"
  - b. Ask students for any other examples that they can think of.
3. Give students a copy of *Nothing Gold Can Stay* and tell them that we are going to figure out and decode what the author means in this poem.
4. Allow the students a moment to read the poem silently.
5. Have each student read a line aloud.
6. Ask students "Do we think that this text is literal? Is Robert Frost really talking about nature here? Or does this piece have a double meaning?"
7. Tell students, "Let's decode the first stanza together."
  - a. Nature's first green is gold,  
Her hardest hue to hold,  
Her early leaf's a flower,  
But only so an hour.
  - b. After each line ask students, "What do you think this means? Why?"
  - c. Ask students, "What kind of double meaning could this have? What might Frost be trying to tell us about that he doesn't say?"
  - d. Tell students, "When I read this, maybe because I'm older, I think of childhood and how it is short. For instance, in the first line, when Frost says 'gold,' I think he is talking about the best part of something, and a lot of people think that childhood is the best part of life. But, it doesn't last forever; it's 'hard to hold' and 'only lasts an hour'."
    - i. Underline these portions and write short notes of what is being said to model for students.
  - e. Tell students, "The interesting thing about figurative language, and especially poetry, is that it might mean different things to different people based on their experiences. Figurative language can have lots of different meanings for different people."
8. Instruct students to try to decode the second stanza alone. Assist individual students appropriately.
  - a. Tell students, "The first question you should ask yourself is 'What is the author trying to tell us but doesn't say? Is there a double meaning?'"
  - b. Encourage students to take notes on their paper or whiteboard as was modelled earlier.
9. Have students share their responses.
10. Inform students that this strategy of asking ourselves what the author is trying to tell us without saying it can be used for more than just poetry, but in everything that we read and hear. When we ask these questions, we are thinking critically.

**Assessment Plan:**

Students will demonstrate their mastery of the goal by decoding the second stanza of *Nothing Gold Can Stay* which will be assessed during the post-share and discussion as well as through and written notes students make in the text.