Grade: 5
Topic: Comprehension Review of Literary Terms
Instructional unit: “The Wonderful World of Poetry”
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The task: Students will create a game; the object of the game will be to answer questions correctly about literary devices and their use in poetry.

The teacher will introduce this lesson with a discussion about how to play the game of jeopardy. If necessary, in order to familiarize students with the rules and procedures of the Jeopardy game, an online academic version has been made available by Hardin County teachers. It can be accessed at:
http://www.hardin.k12.ky.us/res_tech/countyjeopardygames.htm
(The teacher will choose the grade level and subject area. The fourth grade writing game offers a good review of the writing process. Several games may need to be downloaded and played in order to establish familiarity for students.)

A template and instructions to create a Jeopardy game is available at:
http://www.graves.k12.ky.us/tech/jeopardy_instructions.htm

Students will be divided into five groups. Each group will be assigned a literary term. (For example, similes, metaphors, personification, alliteration, hyperbole, imagery, onomatopoeia, etc.) The group will work together to generate five questions and answers relating to their literary term. One question from each group must address the definition of the term, one must address the function/job of the term in a poem (what is its purpose), and the other three should be examples of the literary term. The group will confer with the teacher for feedback throughout this process. All questions and answers will be written on index cards, with the question on one side and the answer on the other.

Following the directions provided, at the jeopardy instruction website listed above, the students will enter category headings, questions, and answers for the game to be played.

Focus Standard:
ELA5R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.
For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:
h. Responds to and analyzes the effects of sound, figurative language, and graphics in order to uncover meaning in poetry.
   i. Sound (e.g., alliteration, onomatopoeia, rhyme scheme)
   ii. Figurative language (e.g., personification, metaphor, simile, hyperbole)
   iii. Graphics (i.e., capital letters, line length, stanzas).

ELA5W3 The student uses research and technology to support writing. The student
e. Demonstrates basic keyboarding skills and familiarity with computer terminology (e.g., software, memory, disk drive, hard drive).
f. Creates simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, thesaurus, spell check).
Georgia Performance Standards Framework for ELA Unit 6 – 5th Grade

Circumstances of the assignment/Notes to the Teachers:
This task will require computer access to the Internet. If access is limited or unavailable, the teacher can download the instructions. Students can enter their information to the template by taking turns. The teacher can download the final product for whole group viewing, or it may be used as a review in small groups at individual computers. If computer access is unavailable, the questions can be added to a large metal ring for student use in centers.