Figuratively Speaking

In this lesson, students will be reviewing 5 types of figurative language, including similes, metaphors, idioms, personification, and alliteration. Students will work together to create anchor charts for each type of figurative language, and then work in small groups to identify figurative language in poetry. Finally, students will complete an individual assignment to gauge mastery of the figurative language skills learned.

Subject(s): English Language Arts
Grade Level(s): 5
Intended Audience: Educators
Instructional Time: 3 Hour(s)
Suggested Technology: Internet Connection
Freely Available: Yes

Resource supports reading in content area: Yes
Keywords: figurative language, simile, metaphor, personification, idiom, alliteration, poetry
Instructional Component Type(s): Lesson Plan
Instructional Design Framework(s): Direct Instruction, Cooperative Learning
Resource Collection: CPALMS Lesson Plan Development Initiative

ATTACHMENTS
Independent_Assignment_Answer_Key.pdf
Figurative_Language_Independent_Assignment.pdf
Figurative_Language_Examples.pdf

LESSON CONTENT
Lesson Plan Template: General Lesson Plan
Learning Objectives: What should students know and be able to do as a result of this lesson?
- Students will define the following figurative language devices: similes, metaphors, idioms, personification, alliteration.
- Students will identify similes, metaphors, idioms, personification, and alliteration in poetry.
- Students will explain the meaning of selected similes, metaphors, and idioms.

Prior Knowledge: What prior knowledge should students have for this lesson?
Before beginning this lesson, the students should have prior experience:
- Working in collaborative groups
- Reading poetry
- Discussing author's word choice

Guiding Questions: What are the guiding questions for this lesson?
- What is a simile?
- What is a metaphor?
- What is an idiom?
- What is personification?
- What is alliteration?
- What does the metaphor _______ mean?
- What does the simile ________ mean?
What does the idiom ________ mean?
Why do you think the poet used this particular figurative language?

Teaching Phase: How will the teacher present the concept or skill to students?
- Introduce the lesson by telling students to think about one of the best books or poems that they have ever read. Ask them to think about what the author did to make the book or poem so enjoyable. As students volunteer their answers, help them pay special attention to answers that reference word choice.
- Tell students that today we are going to be discussing a special type of word choice, which we call “figurative language.” Explain to students that figurative language is a word or a phrase that does not have an obvious, literal meaning. Authors use figurative language to make their writing more interesting or entertaining for the reader.
- Begin with similes, work with students to create an anchor chart for each type of figurative language (Example anchor chart can be found here)
  - At the top of the chart paper, list the type of figurative language and the definition.
  - Give one example for students.
  - Ask students for other examples to add to the chart. Students may do this individually or discuss with a partner first, depending on the preference of the teacher.
  - Repeat this process for each type of figurative language example. Definitions and examples are provided in the Figurative Language Examples attachment for reference.

Guided Practice: What activities or exercises will the students complete with teacher guidance?
- Tell students that they are now going to become Figurative Language Hunters.
- Organize students into groups of 3-4 and distribute one pad of sticky notes and several books of poetry to each group. Suggested poetry books are listed in the Further Recommendations section.
- Post a piece of chart paper with the name of each type of figurative language around the room. Each type of figurative language should have its own piece of chart paper.
- Instruct students to search through the poems in the books and look for examples of figurative language. As they find examples of figurative language, they should write each phrase on a sticky note and place it onto the appropriate piece of chart paper. For example, if the student finds the phrase “as quiet as a mouse,” he or she would copy that phrase onto a sticky note and place it onto the “Simile” chart paper. Example photos of a completed chart can be found here.
- During this phase of the lesson, the teacher should be circulating around the room to ensure that cooperative groups are following the rules previously established and that sticky notes are being placed in the correct pieces of chart paper.
- After students have had ample time to complete the activity (this will vary), invite students back to a whole-group setting. Choose good examples from each chart to discuss with the class. Suggested discussion questions include the following:
  - Is this sticky note on the correct chart? Why or why not?
  - What makes this phrase a _________ (simile, metaphor, idiom, etc)?
  - What does this figurative language mean?

Independent Practice: What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?
- Once the teacher feels that students are ready to move to independent work, the Figurative Language Independent Assignment should be given.
- The teacher should use the Independent Assignment Answer Key to determine how well students have mastered the figurative language concepts taught. The teacher can go back and review figurative language types if needed.

Closure: How will the teacher assist students in organizing the knowledge gained in the lesson?
- Congratulate students on their Figurative Language skills and encourage them to continue “hunting” for figurative language as they read and write.
- Teachers may wish to incorporate hunting for figurative language skills into students’ nightly reading and/or writing homework assignments.
- Teachers may also wish to leave the anchor charts hanging up in the classroom for students to reference throughout the school year.

Summative Assessment
During Independent Practice, students will complete the attached Figurative Language Independent Assignment. Teachers should evaluate students’ performance (Independent Assignment Answer Key) to determine mastery of the lesson concepts. If students need more practice, teachers can review specific figurative language techniques as needed.

Formative Assessment
Before beginning the lesson, pose the following questions to students.
- What is a poem?
- How is poetry similar to other types of writing?
- How is poetry different from other types of writing?
- How do authors and poets make their work interesting?
After asking each question, allow students to participate in a “Think, Pair, and Share.” First, students think about their own answer to the question. Next, students turn to a partner and each person shares their own answer. Finally, the teacher randomly selects students to share their pair’s answer.

If students are easily able to answer the questions, then they should be ready to continue with the lesson. If students are struggling in answering the posed questions, more instruction on poetry and word choice may be needed before continuing.

Feedback to Students
Teacher feedback will be especially important as students work in cooperative groups. Teachers will need to establish rules for group work, and will likely need to remind students of these rules as students work through the lesson. The following are suggested rules for group work (additional ideas with an example chart can be found here):
- Only one person may talk at a time
- Allow at least 2 people to speak before you speak again to ensure everyone has an opportunity to contribute
- Use words that are respectful and thoughtful of others’ feelings
- Focus on your own group’s conversation rather than those around you
- Help each other understand if someone in the group is confused

ACCOMMODATIONS & RECOMMENDATIONS
**Accommodations:**
Students with special needs may benefit from the following accommodations:
- Students may be given a specific type of figurative language to hunt for in the text.
- Students may be given a specific poem to use in the figurative language hunt, rather than an entire book.
- Students may be given an individual copy of the Figurative Language Examples chart to use as they work.
- Students may be given each part of the Figurative Language Independent Assignment separately.

**Extensions:**
- Students can be challenged to create their own poetry using similes, metaphors, idioms, personification, and alliteration.
- Students can be introduced to other types of figurative language such as onomatopoeia and hyperbole.

**Suggested Technology:** Internet Connection

**Special Materials Needed:**
- Chart Paper
- Markers
- Sticky Notes
- Poetry Selections (suggested titles are included in the Further Recommendations section)
- One copy of the Figurative Language Independent Assignment per student

**Further Recommendations:**
Depending on the particular group of students in question, it may be overwhelming to complete this lesson with all 5 types of figurative language at once. If that is the case, the teacher may choose to spread this lesson over 5 days, with one type of figurative language per day and the summative assessment given at the end.

**Suggested Print Poetry Sources**
- Awful Ogre Running Wild by Jack Prelutsky (ATOS 5.2)
- Behold the Bold Umbrellaphant: And Other Poems by Jack Prelutsky (ATOS 5.4)
- Central Heating: Poems about Fire andWarmth by Marilyn Singer (ATOS 5.5)
- The Dragons are Singing Tonight by Jack Prelutsky (ATOS 5.8)
- Footprints on the Roof: Poems about the Earth by Marilyn Singer (ATOS 5.0)
- The Gargoyle on the Roof by Jack Prelutsky (ATOS 5.7)
- Hate that Cat by Sharon Creech (ATOS 5.0)
- It's Raining Pigs and Noodles by Jack Prelutsky (ATOS 6.0, Lexile 1090)
- A Kick in the Head by Paul Janeczko (ATOS 6.0)
- Love that Dog by Sharon Creech (ATOS 4.5, Lexile 1010)
- Scranimals by Jack Prelutsky (ATOS 5.9)
- The Swamps of Sleethe: Poems from Beyond the Solar System by Jack Prelutsky (ATOS 6.6)
- Worlds Afire by Paul Janeczko (ATOS 5.2)

**Digital Poetry Sources**
- Poetry4Kids
- Giggle Poetry
- Jeff's Poems for Kids
- FizzyFunnyFuzzy

**Additional Information/Instructions**
By Author/Submitter
This lesson covers sub-parts A and B of standard LAFS.5.L.3.5.

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**SOURCE AND ACCESS INFORMATION**

Contributed by: Aryn Davis
Name of Author/Source: Aryn Davis
District/Organization of Contributor(s): Daytona State College
Is this Resource freely Available? Yes
Access Privileges: Public
License: CPALMS License - no distribution - non commercial

**Related Standards**

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|     | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
|     | a. Interpret figurative language, including similes and metaphors, in context.
| LAFS.5.L.3.5: | b. Recognize and explain the meaning of common idioms, adages, and proverbs.  
c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |
| LAFS.5.RL.4.10: | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. |