

Title:	Figurative Language
Teacher(s):	
School:	
Subject:	
Grade Level:	
Duration:	30 Min – 35min

Stage 1: Desired Results

Standards:
L.4.5: Demonstrate understanding of figurative language, word relationships and nuances in word meaning.

Essential Questions for Students:
 If I said to Jaylynn, “Jaylynn, you are as pretty as a picture,” what would I be saying?
 How about, “I had a mile high ice cream cone this weekend!”
 These are examples of figurative language. There are different kinds of figurative language and it is important to understand because it is used in everyday speech and writing. It helps people explain things by comparing it to other objects or things found in everyday life.

Knowledge and Skill (Learning Targets):

- Understand the meaning of simple similes and metaphors in context.

What will be assessed?	How will it be assessed?
Pre-assessment: Basic understanding of what figurative language is.	Class discussion/give examples: What would it mean if I said to someone, “You are as pretty as a picture.” Can students provide me with any other examples?
Post Assessment: Student work	Students will create a picture of a simile, metaphor or hyperbole. Does their picture correlate with the figurative language?

Stage 3: Learning Activities

15 Minutes
 Begin lesson by asking students if they would know what I meant if I said, “Jaylynn, you are as pretty as a picture.”
 Possible responses: She is pretty or the picture is pretty.
 Give more examples such as, I am as happy as a clam, mile high ice-cream cone, her hair was silk.

Read from story The Baker’s Neighbor, on page 165 referring to the simile, *fresh as a daisy*. What is the story saying when it refers to Pablo as being fresh as a daisy?
 Possible responses: He is well rested because it talks about how Manuel was up all night baking.
 Ask students if they think it is important to read the simile in context to understand what it means exactly. Would it mean something a little different if I said, “After we gave my dog a bath he smelled so clean, fresh as a daisy.”

Using figurative language transparency 51, discuss the different kinds of figurative languages. Cover up examples and see if students can provide appropriate examples using the characteristics of each type of figurative language. *Simile uses the words like or as.*

10 Minutes

Make 3 categories on white board: Simile, Metaphor, Hyperbole. Create a class list of examples under each one. Discuss as we create our list what they may mean and how we might use it to describe something.

After we have at least 3 examples under each category – students will pick one they want to create a picture for.

Show example to class of what they will be creating.

Explain the steps involved and how they will be creating it.

- First, pick one example of figurative language and carefully and in big font or writing write it on the bottom of your white paper. **In pencil!!**
- Then in pencil draw an appropriate picture of what the simile, metaphor or hyperbole chosen may mean. **Use the entire space on your paper. Composition is important in creating a great picture!**
- After your picture and writing has been approved by a teacher you may use a BLACK sharpie and outline your words and picture.
- You then can use watercolors to paint your picture. When using watercolors, it helps to first paint on clear water to the space you want to paint first. Just a little bit of water on your paper helps the paint move and blend. Model with a paintbrush and picture.

10 Minutes

Pass out watercolor paper/thick white paper. As students get their work O.K. they can get the watercolor supplies from the back and start. Let students work up until time to get ready for lunch. Explain to students that they can leave everything on their desk except for the water cups so they can work on it when they get back. Students need to know they will have about 10 – 15minutes to work during read aloud and that is it. They will need to finish within that time or work during last recess.

Accommodations for Sam: I will write Sam's sentence for him and trace it in sharpie. He will be responsible for the art portion.