Instructional Design
5th Grade Language Arts
Figurative Language
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Rationale/Statement of Purpose

As part of a comprehensive course of study designed for fifth grade students in Ohio, students are exposed to a variety of literary text reading applications. Within this study, students are challenged with initial exposure to developmentally abstract reading elements such as the study of figurative language (Ohio, 2001). This presents the instructional question of: *How can students demonstrate mastery of required figurative language components?*

In having young, developing minds take on the challenge of working through this question, educators are charged with the task of developing an instructional design that will allow students to fully investigate the many components of figurative language. Further, the components must receive contextual placement in students' minds in order to achieve full mastery. It is this connectivity that leads to an obvious selection for model planning: the Cooperative Learning model of Jigsaw Models.

Through the structure of the Jigsaw Model, learning will be facilitated in smaller parts. The nature of a figurative language unit as a whole is that it is comprised of multiple smaller elements. While each component is unique in the structural understanding of the language, they each also share the fact that they reflect a non-literal meaning of language. The Jigsaw Model allows for students to dissect the smaller elements and fully understand their requirements and structure before potentially clouding their understanding by comparing and contrasting with other elements. This incremental instruction will result in a better overall understanding of the material and the content.

Another advantage to this model is the interdependent model of learning the students will complete (Chiarelott, 2006). Using the Jigsaw Model, students will be exposed to the voices and opinions of other students and their reactions to the figurative language elements as they are

uncovered as a dependent group. When the "expert" groups come together to form the instructional group, material will be presented through the acquired perspectives of classmates, not seemingly foreign textbooks, worksheets, or even adults.

Finally, it is through this group dialogue that students will be exposed to the many benefits of making "reading experiences social and deepening comprehension" (Allyn, 2012). Students will benefit from both the presentation and defense of answers regarding figurative language content. A better contextualized understanding will be concluded by the minds than a more traditional lecture and practice model.

Figurative language, by its very nature, is abstract and challenging for young minds to fully grasp. As elements of figurative language, such as similes, metaphors, idioms, and others are uncovered, students are even more likely to be distracted by the uniqueness of the nontraditional word combinations. Instruction about figurative language is best set in the context of the Jigsaw Model in an effort to bring real-world meaning to the isolated components before bringing them together and giving each child ownership of their knowledge as they present it in a larger context.

Learner Outcomes

       Students will demonstrate an understanding of the contrasting literary element of literal and figurative language. They will determine the categorization of a given statement or selection and determine its type of literary device. Additionally, students will:

Remembering

Students will be able to recite definitions for the major types of figurative language found in literary works.

Understanding

Students will be able to paraphrase explanations of the major types of figurative language found in literary works.

Applying

Students will be able to interpret examples of the major types of figurative language found in literary works.

Analyzing

Students will be able to compare and contrast examples of the major types of figurative language found in literary works.

Evaluating

Students will be able to defend an author's use of a one of the major types of figurative language found in literary works.

Creating

Students will be able to write selections that include appropriate examples of the major types of figurative language.

*The major types of figurative language identified in state standards include **similes**, **metaphors**, **hyperboles**, **idioms**, and examples of **personification**.*

Preassessment

The following preassessment will be administered at the beginning of the figurative language unit. It will be used to gauge student competency with regard to the elements to be taught throughout the unit. The data from the preassessment will be used to help guide instruction during the unit. Additionally, it will be used to ensure that the Jigsaw Model's "expert" groups as constructed heterogeneously.

Preassessment for Figurative Language Unit

Name: _____ Date: _____ Block: _____

Please answer the following questions to help me understand how you feel about each topic. It is important that you're honest so I don't make things too hard for you!

Please circle your response below:

1. On a scale from 1-10, how well do you feel like you remember talking about **figurative language** last year?

not at all! 1   2   3   4   5   6   7   8   9   10 *a lot!*

2. On a scale from 1-10, how well do you feel like you understand **similes**?

not at all! 1   2   3   4   5   6   7   8   9   10 *a lot!*

3. On a scale from 1-10, how well do you feel like you understand **metaphors**?

not at all! 1   2   3   4   5   6   7   8   9   10 *a lot!*

4. On a scale from 1-10, how well do you feel like you understand **hyperboles**?

not at all! 1   2   3   4   5   6   7   8   9   10 *a lot!*

5. On a scale from 1-10, how well do you feel like you understand **idioms**?

not at all! 1   2   3   4   5   6   7   8   9   10 *a lot!*

6. On a scale from 1-10, how well do you feel like you understand **personification**?

not at all! 1   2   3   4   5   6   7   8   9   10 *a lot!*

Over ->

7. How is **figurative language** different from **literal language**? If you are unsure, please just write, "*I am not sure.*"

_____

_____

_____

_____

8. Do you feel like you are better at **writing** examples of figurative language or at **reading and explaining** examples of figurative language?

　　　　writing　　　　　　　　　　　　　*reading and explaining*

Lesson Plan #1

Lesson Outcomes:

• Students will be able to identify common idioms found in literary texts.

• Students will be able to demonstrate an understanding of the contrast between *literal* and *figurative* meanings of common idioms found in literary texts through illustrations.

• Students will be able to identify and explain the *origin* of common idioms found in literary texts.

Materials Needed:

Text: *Scholastic Idiom Dictionary*; idiom illustration sheet; colored pencils or crayons; idiom cards, Partner Pocket Chart

Procedure:

Review

1. Students will be divided into groups of 3-5 students heterogeneously based on results from the figurative language preassessment. Students will learn their groups from the Partner Pocket Chart. (1-3 minutes)

2. The "idiom" group will be working with a set of idiom cards to create posters reflecting the literal and figurative meanings of common idioms. They should review orally within the group the meaning of *idioms*. (1-3 minutes)

3. Students should each draw a card from the stack of idiom cards and read their idiom aloud to the group. Students should fill in their idiom on the correct location on their idiom sheet. (1-3 minutes)

New Learning

4. Next, each student should use the *Idiom Dictionary* to look up the *origin* and *meaning* of the idiom on their card. (3-5 minutes)

5. The information from the book should be filled in at the appropriate places on the idiom sheet. (10-12 minutes)

6. Students should also reflect on the difference between *literal* and *figurative* meanings. They should then complete the answers on the sheet regarding the *literal* meaning on their idiom. (10-12 minutes)

7. Student should then draft and finalize an illustration in the appropriate place on the sheet that indicates their knowledge of the *literal* interpretation of their idiom. (10-13 minutes)

8. Students should share their illustrations and responses with the "expert group." (3-5 minutes)

Presentation of Learning

9. Upon returning to the class group, the expert group will be asked to present their idiom sheet to the group. (5-8 minutes)

10. Each student should present her/his idiom sheet to the class. In doing so, the group, as a whole, should be sure to cover *what an idiom is* and *how it is a type of figurative language*. (5-8 minutes)

11. Students will ask the "expert group" any clarification questions regarding this type of figurative language. (3-5 minutes)

Summary/Closure/Evaluation:

The lesson will conclude by the teacher summarizing what was presented by the "expert group" about idioms. The teacher will also ask the group to discuss and reflect on their presentation of their topic and the manner in which they worked together to gather new information. (5-8 minutes)

The lesson's mastery and objectives will be evaluated by the students' idiom sheets and their interpretation of their respectful idioms as figurative language. Additional subsequent assessments will evaluate the longevity of understanding. Finally, a mixed review as a post assessment will be used to evaluate understanding of all figurative language types.

Closing Guiding Extension Questions:

1. In what ways are idioms a type a figurative language?

2. Why do English Language Leaners struggle to understand idioms?

3. How are idioms typically created?

Name: **Date:**
Block:

My idiom is

_____

_____

_____

This is what my idiom would <u>literally</u> look like:

The literal meaning is

_____

_____

The figurative meaning is

_____

_____

This idiom's origin is

_____

_____

Idiom List for Idiom Cards:
Beat around the bush
Bent out of shape
Bite off more than you can chew
Blow your top
By the skin of your teeth
Couch potato
Don't count your chickens before they hatch
Elbow grease
Feeling blue
It's raining cats and dogs.
Two-faced
With bells on
Zip your lip!
Don't spill the beans!
Let the cat out of the bag
Blessing in disguise
Hit the nail on the head
Cool your heels!
Chew the fat
The big cheese
Jump down your throat
Go fly a kite!
Birds of a feather

flock together
Don't miss the boat.

Lesson Plan #2

Lesson Outcomes:

• Students will be able to correctly construct similes and metaphors using a given literary text.

• Students will be able to correctly classify similes and metaphors into appropriate categories.

Materials Needed:

Book: *Casey at the Bat;* Text copies for students: *Casey at the Bat;* Post-it notes; two chart

papers labeled as "similes" and "metaphors"

Procedure:

Review

1. Students will be divided into groups of 3-5 students heterogeneously based on results from the
   figurative language preassessment. Students will learn their groups from the Partner Pocket
   Chart. (1-3 minutes)

2. The simile and metaphor "expert" group should gather together. (1-3 minutes)

3. They will discuss, in a student-led discussion, the definitions of similes and metaphors. (3-5
   minutes)

New Learning

4. Next, the group will read the text from "Casey at the Bat". During the read aloud, students
   should create similes and/or metaphors about the setting or the characters and write them on
   provided Post-in notes. The notes should *not* be labeled. (10-12 minutes)

   a. Example: "Casey was as mean a hornet!" "The stadium was as wild as a circus!"

5. At the conclusion of the text, students should be given a few more minutes to reflect and create notes. (3-5 minutes)

6. Next, students should combine the group's notes together. (1-2 minutes)

7. Then, students will take the notes (regardless of who created which ones) and sort them onto the chart paper under the correct title of "Simile" or "Metaphor". (5-10 minutes)

8. The group should then discuss the chart and make any needed corrections or changes. (3-5 minutes)

Presentation of Learning

9. At the conclusion of the lesson, the simile and metaphor "expert group" should return to the larger classroom group and present their chart. (5-8 minutes)

10. As the group presents, they should make certain to include information about *what defines a simile and a metaphor* and *how these types of figurative language are used to make text selections more "colorful"*. (5-8 minutes)

Summary/Closure/Evaluation:

The lesson will conclude by the teacher summarizing what was presented by the "expert group" about similes and metaphors. The teacher will also ask the group to discuss and reflect on their presentation of their topic and the manner in which they worked together to gather new information. (5-10 minutes)

The lesson's mastery and objectives will be evaluated by the students' simile and metaphor charts. Additional subsequent assessments will evaluate the longevity of understanding. Finally, a mixed review as a post assessment will be used to evaluate understanding of all figurative language types.

Closing Guiding Extension Questions:

1. In what ways are similes and metaphors alike?

2. How are similes and metaphors like analogies?

3. What is the main difference between a simile and a metaphor?

Casey at the Bat

The Outlook wasn't brilliant for the Mudville nine that day:
The score stood four to two, with but one inning more to play.
And then when Cooney died at first, and Barrows did the same,
A sickly silence fell upon the patrons of the game.

A straggling few got up to go in deep despair. The rest
Clung to that hope which springs eternal in the human breast;
They thought, if only Casey could get but a whack at that –
We'd put up even money, now, with Casey at the bat.

But Flynn preceded Casey, as did also Jimmy Blake,
And the former was a lulu and the latter was a cake;
So upon that stricken multitude grim melancholy sat,
For there seemed but little chance of Casey's getting to the bat.

But Flynn let drive a single, to the wonderment of all,
And Blake, the much despis–ed, tore the cover off the ball;
And when the dust had lifted, and the men saw what had occurred,
There was Jimmy safe at second and Flynn a–hugging third.

Then from 5,000 throats and more there rose a lusty yell;
It rumbled through the valley, it rattled in the dell;
It knocked upon the mountain and recoiled upon the flat,
For Casey, mighty Casey, was advancing to the bat.

There was ease in Casey's manner as he stepped into his place;
There was pride in Casey's bearing and a smile on Casey's face.
And when, responding to the cheers, he lightly doffed his hat,
No stranger in the crowd could doubt 'twas Casey at the bat.

Ten thousand eyes were on him as he rubbed his hands with dirt;
Five thousand tongues applauded when he wiped them on his shirt.
Then while the writhing pitcher ground the ball into his hip,
Defiance gleamed in Casey's eye, a sneer curled Casey's lip.

And now the leather-covered sphere came hurtling through the air,
And Casey stood a-watching it in haughty grandeur there.
Close by the sturdy batsman the ball unheeded sped—
"That ain't my style," said Casey. "Strike one," the umpire said.

From the benches, black with people, there went up a muffled roar,
Like the beating of the storm-waves on a stern and distant shore.
"Kill him! Kill the umpire!" shouted someone on the stand;
And its likely they'd a-killed him had not Casey raised his hand.

With a smile of Christian charity great Casey's visage shone;
He stilled the rising tumult; he bade the game go on;
He signaled to the pitcher, and once more the spheroid flew;
But Casey still ignored it, and the umpire said, "Strike two."

"Fraud!" cried the maddened thousands, and echo answered fraud;
But one scornful look from Casey and the audience was awed.
They saw his face grow stern and cold, they saw his muscles strain,
And they knew that Casey wouldn't let that ball go by again.

The sneer is gone from Casey's lip, his teeth are clenched in hate;
He pounds with cruel violence his bat upon the plate.
And now the pitcher holds the ball, and now he lets it go,
And now the air is shattered by the force of Casey's blow.

Oh, somewhere in this favored land the sun is shining bright;
The band is playing somewhere, and somewhere hearts are light,
And somewhere men are laughing, and somewhere children shout;
But there is no joy in Mudville – mighty Casey has struck out.

Lesson Plan #3

Lesson Outcomes:

Students will be able to correctly identify hyperboles and interpret their literal meanings.

Materials Needed:

Hyperbole Exaggeration sheet, chart paper labeled as "hyperboles"

Procedure:

Review

1. Students will be divided into groups of 3-5 students heterogeneously based on results from the figurative language preassessment. Students will learn their groups from the Partner Pocket Chart. (1-3 minutes)

2. The hyperbole "expert" group will work together.

3. The group should first discuss their memory of the definition of hyperboles as "extreme exaggerations." (3-5 minutes)

New Learning

4. Next, the group should work together to complete the first part of the hyperbole worksheet. In doing so, they should discuss what each hyperbole *really* is attempting to indicate using figurative language. (10-12 minutes)

5. For the second part of the worksheet, students should work independently to identify the hyperbole in each selection with an underline. Next, students should fill in the space with what the hyperbole actually means. (10-12 minutes)

6. The group should then use the chart paper and markers to create a brainstorming list of other hyperboles that they have heard recently (in the classroom, in class read alouds, etc.). The chart paper should also include what the hyperboles *literally* mean. (10-12 minutes)

7. The group should conclude their time by discussing how they wish to present the hyperbole information to the rest of their classmates and include a discussion about what information they would like to share. (5-8 minutes)

Presentation of Learning

8. As the "expert group" presents their information to the class, they should be certain to include information about *what a hyperbole is* and *how hyperboles differ from other types of figurative language*. (5-8 minutes)

Summary/Closure/Evaluation:

The lesson will conclude by the teacher summarizing what was presented by the "expert group" about hyperboles. The teacher will also ask the group to discuss and reflect on their presentation of their topic and the manner in which they worked together to gather new information. (5-10 minutes)

The lesson's mastery and objectives will be evaluated by the students' hyperbole chart. Additional subsequent assessments will evaluate the longevity of understanding. Finally, a mixed review as a post assessment will be used to evaluate understanding of all figurative language types.

Closing Guiding Extension Questions:

1. Why are hyperboles and idioms typically confused?

2. In what ways are hyperboles and idioms different from each other?

3. Why is "extreme" an important part of the definition of a hyperbole?

HYPERBOLE:

Hyperbole is a type of figurative language that is used in poetry or nonfiction writing. Comedians also use it to make jokes. It is using exaggerations to make writing more interesting.

Hyperboles

Name: _____ Date: _____ Block: _____

PART ONE:

In the following sentences, underline the hyperbole and write what it means on the line underneath.

EXAMPLE: My dog is so ugly, we have to pay the fleas to live on him.

It means that the dog is ugly.

1.My sister uses so much makeup that she broke the chisel trying to get it off last night.

_____

2.My bus driver is so old, they have already nailed the coffin shut.

_____

3.The Statue of Liberty is so big, when I looked up, I almost got whiplash.

_____

4.I think of you a million times a day.

_____

5. My dog is so ugly, he only has cat friends.

_____

6.My best friend is so forgetful, I have to remind her what her name is.

_____

7. My sister uses so much makeup, my mom doesn't know her when she takes it off.

_____

8. Mr. Malany is so old, he remembers when the dinosaurs died.

_____

9. My dog is so ugly, he has to sneak up on his dish to eat.

_____

10. The boy's ears are so big, they look like you could stick a

megaphone inside them.

_____

11. Mrs. Simmons is so busy, we have to make reservations two

weeks ahead to get in trouble.

_____

12. My mother is so tall, that she looks down at the mother giraffe at

the zoo.

_____

13. Jumbo is so small, you had better not blink or you will miss

seeing it.

_____

PART TWO:

Hyperbole is a type of figurative language that is used in poetry or nonfiction writing. Comedians also use it to make jokes. It is using exaggerations to make writing more interesting.

In the following sentences, <u>underline</u> the hyperbole and write what it means on the line underneath.

1. My brother is so tall, he has to duck to walk under the telephone lines.

2. My sister has such long legs, she needs to sit in the backseat to drive.

3. My dog is so fast, the fleas have to use super glue to stay on.

4. My cat is so fat, she has to use a roller skate to hold her stomach off the floor.

5. My friend is so crazy, he thinks the moon is really made of cheese.

6. My brother is so short, he has to climb on a high chair to see over the table.

7. My cows are so lazy, they lay in the field and wait on the grass to grow back.

8. My cat is so lonely, she spends all day sitting in front of the mirror looking at herself.

9. My teacher is so smart, she gives advice to the principal.

10. My father sleeps so soundly, he has to have four alarms clocks to wake him up every morning.

11. My brother is so dumb, he thinks that a couch potato is something you eat.

12. My sister uses so much makeup, she needs a paintbrush to put it on with.

13. My cat is so ugly, we have to put a bag on his head to pet him.

14. My dog is so ugly, the fire hydrants disguise themselves.

15. My principal is so smart, he claims to have invented the question mark.

16. My uncle is so slow, he has to set his watch 12 hours ahead just to be on time.

17. My house is so far out in the country that our cows have never seen a car.

Postassessment

The following postassessment will be administered at the conclusion of the figurative language unit. It will be used to assess students' learning and will demonstrate mastery of skills over time. The data from the assessment will be recorded to document student growth.

<u>Postassessment for Figurative Language Unit</u>

Name: _____ **Date:** _____ **Block:** _____

Please help these students determine, or decide, which type of figurative language to use. Circle the most appropriate phrase. Next to each of your answers, please write the name of the type of figurative language you used.

1. Steven is trying to explain how cool Kobey's new invention is.

   Kobey's new invention will knock your socks off.

   Kobey's new invention hit the road.

2. Dylan is trying to explain to Jay how busy Mr. Malany is.

   Mr. Malany has spread himself too then.

   Mr. Malany is pulling your leg.

3. Kenzie is trying to tell Alex how big the moon looked Saturday night.

   The moon looked as big as an elephant!

The moon looked as big as a dog!

4. Austen is trying to tell Braden how slowly the bus drove this morning.

    The bus drove like a tall giraffe.

    The bus drove like a slow car.

    The bus drove like a turtle crawling in the sand.

5. Erin is trying to tell Ashley how beautiful the stars were when she visited Hawaii.

    The stars were dim candles flickering in the black sky.

    The stars were brilliant diamonds in the black sky.

    The stars were lights shining in the black sky.

6. Jenna is trying to tell Lauren how loud her dad is when he laughs.

    His laughter sounds like the roar of Niagara Falls and causes buildings to shake.

    His laughter won't let you have your cake and eat it too.

    His laughter is as dead as a doornail.

7. Jayden is trying to tell Doug about the new friend he met at the park this weekend.

    I told Michael a million times!

    Michael is a bump on a log.

    Michael and I really hit it off.

    We are as friendly as a speeding bullet.

8. Leha is trying to tell Gracen how nice her new puppy is.

    He has a heart of gold.

    He is as friendly as the thunder.

    He is polite.

    He is as rich as a millionaire.

References

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Chiarelott, L. (2006). Curriculum in context. (pp. 95-96). Belmont, CA: Wadsworth.

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Figurative language creates pictures in the mind of the reader. These figures help convey meaning and understanding faster and more vividly than words alone. We use "figures of speech" in figurative language to color and interest, and to awaken the imagination. Figurative language is everywhere, from classical works by Shakespeare and the Bible to everyday speech. It is even in tons of pop music, television shows, and commercials. Figurative language is the opposite of literal language, which mean exactly what it says. Example: He ran fast. (literal) He ran like the wind. (figurative) Works Cited- www.englishclub.com. Terms in this set (7). Simile. Figurative language uses figures of speech to be more effective, persuasive, and impactful. Figures of speech such as metaphors, similes, and allusions go beyond the literal meanings of the words to give readers new insights. On the other hand, alliterations, imageries, or onomatopoeias are figurative devices that appeal to the senses of the readers. Figurative language can appear in multiple forms with the use of different literary and rhetorical devices. According to Merriam Webster's Encyclopedia, the definition of figurative language has five different forms: Understatement or Emphasis. Re