Find the Figurative Language

Created by: Jane Healy
Title/Role: Electronic Resources Coordinator
Organization/School Name: SD State Library
Location: South Dakota

Grade Level: 5
Type of Lesson: Stand-alone lesson
Type of Schedule: Combination
Collaboration Continuum: Intensive
Content Area: Language Arts
Content Topic: Use of figurative language and literary devices in reading and writing.

Standards for the 21st-Century Learner

Skills Indicator(s):
1.1.4 Find, evaluate, and select appropriate sources to answer questions.
2.1.4 Use technology and other information tools to analyze and organize information.
3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

Dispositions Indicator(s):
1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
2.2.4 Demonstrate personal productivity by completing products to express learning.
3.2.3 Demonstrate teamwork by working productively with others.

Responsibilities Indicator(s):
1.3.4 Contribute to the exchange of ideas within the learning community.
2.3.1 Connect understanding to the real world.

Self-Assessment Strategies Indicator(s):
1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.
2.4.1 Determine how to act on information (accept, reject, modify).
2.4.3 Recognize new knowledge and understanding.

Scenario: At their monthly planning meeting, fifth grade language arts teachers express their difficulty in helping students identify and understand figurative language and literary devices. The SL offers to work with them using picture books as a model for students. The teachers agree to make a list of figurative language to be taught, and the SL agrees to find the resources. The teachers will create a graphic organizer for students to use. The teachers will introduce the basic concepts and definitions in their classrooms. Then classes will come to the library where the SL will read aloud a selected book or two, asking questions to help students identify the targeted literary devices. Then students will work in pairs in the library to find and identify literary devices in other books that the SL has set aside for the purpose, recording them on their graphic organizer. Either in the classroom or library, the students will share their favorite finds with the class by creating some kind of multimedia project that demonstrates their finds and
Fifth grade students identify figurative language and demonstrate their meaning in a multimedia project. Essential questions are: What is figurative language? How does it enhance our understanding and our enjoyment of reading?

Final Product: Students complete a graphic organizer that records the figurative language they find in the library and create a multimedia demonstration of the favorite figurative language phrase found and its meaning.

Library Lesson: Students will learn that compelling writing contains figurative language, which is found in many library books and materials.

Estimated Lesson Time: 60 minutes

Assessment

Product: SL and teacher assess completed graphic organizers looking for examples that correctly demonstrate the type figurative language. The students' multimedia product is assessed by peers, SL, and teacher in a discussion setting, answering the question, "Does this correctly demonstrate this particular type of figurative language?"

Process: SL and teacher observe and guide students toward understanding as students complete graphic organizers. SL, teacher, student peers pay attention to students' multimedia presentations and discuss whether each correctly demonstrates the targeted type of figurative language.

Student self-questioning: Did I understand each type of figurative language assigned? Did I correctly identify each type in the texts? Did I demonstrate each correctly in my multimedia production?

Instructional Plan

Resources students will use:
- Event (i.e. exhibition, webcast, conference, workshop, performance)
- Still image (i.e. paintings, drawings, plans, and maps)
- Moving Image (i.e. animations, movies, tv program, video)
- Text (books, letters, poems, newspapers, etc.)

Resources instructor will use:
- Projector
- White board
- Other

Other instructor resources: books

Instruction/Activities

Direct instruction: In the classroom, the teacher defines and gives examples of the targeted figurative language to be explored (for example, metaphor). The teacher and class then go to the library, where the SL reads aloud one or two picture books that contain examples of the targeted figurative language. The SL points out the first one and then asks students to raise their hands when they hear another one. The SL distributes graphic organizers and asks students to work in pairs. The SL directs them to picture
books the SL has pre-selected and tells them to use those books to find examples of the targeted figurative language and copy the phrases onto their graphic organizers. Then each pair chooses their favorite find and creates a multimedia product (such as PowerPoint) that demonstrates their understanding of their figurative language phrase. They may use computers in the library, computer lab, or classroom. When they are finished, they present their product to the class, with the SL and teacher facilitating assessment discussion. The SL and teacher assess the graphic organizers, and the SL, teacher, and class assess the presentations.

**Modeling and guided practice:** Teacher defines and explains figurative language concepts. SL reinforces that by giving examples from picture books. SL explains the graphic organizer and guides students toward appropriate materials. Teacher and SL assist students as needed to complete their graphic organizers and create their multimedia product.

**Independent practice:** Working in pairs, students find their own examples of figurative language concepts in picture books. They complete their graphic organizer, choose their favorite, and show their understanding of the phrase in the multimedia product they create.

**Sharing and reflecting:** As student pairs share their multimedia products with the class, SL and teacher facilitate discussion that leads to reflecting on their accurate identification, use, and understanding of a figurative language type.

**Have you taught this lesson before:** Yes

**Strategies for differentiation:** Students watch video or hear audio of picture books rather than reading the books. Students dictate figurative language phrases to an aide rather than writing.

**AASL/Common Core State Standards Crosswalk**

**English Language Arts:**

**CC.5.W.7** » English Language Arts » Research to Build and Present Knowledge » 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (5)

**CC.5.W.6** » English Language Arts » Production and Distribution of Writing » 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (5)

**CC.5.SL.1.d** » English Language Arts » Comprehension and Collaboration » d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (5)

**CC.5.W.5** » English Language Arts » Production and Distribution of Writing » 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (5)

**CC.5.W.8** » English Language Arts » Research to Build and Present Knowledge » 8. Recall relevant
information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (5)

**CC.5.R.I.7** » English Language Arts » Integration of Knowledge and Ideas » 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5)

**CC.5.SL.5** » English Language Arts » Presentation of Knowledge and Ideas » 5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (5)
RECOMMENDED AUTHORS FOR FINDING FIGURES OF SPEECH

Bird Baylor
Eve Bunting
Trinka Hakes Noble
Patricia Polacco
Cynthia Rylant
William Steig
David Wisniewski
Jane Yolen
## FIND THE FIGURE OF SPEECH

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