Language Arts Unit – Figurative Language

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Unit Description:

Students will learn about five figures of speech: metaphors, similes, analogies, onomatopoeia, and idioms. This language arts unit delves into reading and writing with particular focus on figurative language. Students will explore the use of figurative language in poetry, short stories, and through personal expression. The unit has ten lessons covered over three weeks (approximately 3-4 lessons per week due to half day scheduling).

Unit Goals:

Students will be able to identify five figures of speech: metaphors, similes, analogies, onomatopoeia, and idioms. Students will be able to define metaphors, similes, analogies, onomatopoeia, and idioms. Students will be able to notice golden phrases of figurative language in poetry, short stories, and students’ expression of this figurative language. Students will be able to justify their reasoning for identifying or writing a particular figure of speech according to its characteristics.

Common Core English Language Arts – Language – Grade 3
- ELA.L. 5 – Demonstrate understanding of word relationships and nuances in word meanings.
- ELA. L. 5a – Distinguish the literal and non-literal meanings of words and phrases in context.
- ELA. L. 5b – Identify real-life connections between words and their use.

Common Core English Language Arts – Language – Grade 4
- ELA. L. 5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- ELA. L. 5a – Explain the meaning of simple similes and metaphors in context.
- ELA. L. 5b – Recognize and explain the meaning of common idioms.

Unit Assessment Plan:

The teacher will collect students’ worksheets after each lesson to assess progress in the unit. At the end of the unit, students will demonstrate a thorough understanding of the five figures of speech in a culminating assessment that considers students ability to identify figures of speech, create various expressions, and justify their reasoning.
Day 1 – Metaphors

*Fireflies: A Poem for Two Voices* by Paul Fleischman

Time: Approximately 30 Minutes

Common Core State Standards:

- ELA. W. 3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured events sequences
- ELA. W. 3. b. - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events
- ELA. W. 9 - Draw evidence from literary or informational texts to support analysis, reflection, and research

Writing Instructional Strategy:

- Invitation to Notice
- Parallel Structure Writing

Learning Objectives:

- Students will be able to identify metaphors in a poem.
- Students will be able to create a metaphor with a given topic.
- Students will be able to parallel the given poem’s structure.

Vocabulary:

- Calligrapher
- Flickering
- Scribbler
- Parchment
• Metaphor

Assessment:
• Informal Assessment:
  o While students are working in pairs, the teacher will assess student learning informally by walking around, asking questions, and checking their parallel structure writing.
  o During discussion and whole group collaboration on worksheet, the teacher will ask questions to gage understanding of metaphors, adjectives, and parallel structure.

Materials:
• *Fireflies: A Poem for Two Voices* by Paul Fleischman
• Text Handouts/ Copies of Text Images
• Description Map Template
• Pencils
• Whiteboard/Marker/Eraser
• Computer
  o [http://vimeo.com/56159574](http://vimeo.com/56159574)

Room Environment:
• Table groups with students sitting in pairs.

Modifications for Diverse Learners:
• English Language Learners—write sentence frames; pair with specific student who can cater to their academic needs (extra explanation etc.).
• Multiple Intelligence—visual learners mark the text, auditory learners will benefit from listening to the text; the parallel structure worksheet will also guide visual learners to organize thinking.
• GATE—take the parallel structure to model two voices.
• Special Needs—pair with specific student who can cater to their academic needs; allot appropriate time to complete activity.

Instructional Procedures

• Anticipatory Set:
  o Listen to *Fireflies: A Poem for Two Voice* by Paul Fleischman
  • [http://vimeo.com/56159574](http://vimeo.com/56159574)
  o Review Vocabulary Terms—Oral Cloze
  o Read Lesson Objective
    • *Today, we will learn about metaphors.*
    • Foldable Notes/PowerPoint Introduction

• Instructional Procedure:
  o Invitation to Notice + Mark the Text
    • Metaphors (comparison of two nouns using is -- “night is our parchment”)
    • Descriptive Language (adjective -- flickering)
    • Golden Phrases (your favorite language – insect calligraphers)

• Guided Practice:
  o Model Metaphor—Whole Group Discussion + Brainstorm Ideas on Board
    • Adjectives:
      • *Think in your brain of some adjectives, descriptive language, about bees.*
      • *(Think-Pair-Share) What were you thinking?*
      • Bees: *buzzing, stinging, flying, pollinating* etc.
    • Metaphors:
      • *Think in your brain of a metaphor for these sentence frames.*
      • *(Think-Pair-Share) What were you thinking?*
      • Bees:
        • *Flowers are the ___ we use.*
Day is the ___ we use.

Bees are ___.

Bees are ___.

Bees are ___.

Parallel Structure Writing

- Teacher models the parallel structure writing (first three lines)
- Students collaborate with a partner to create poem that models the structure of the original poem.
- Class presents their writing.

• Monitoring:
  - The teacher will circulate and assist students, frequently asking questions to check for understanding:
    - What is a metaphor?
    - What adjective did you use?
    - What is the author’s descriptive language trying to accomplish?
    - How did you describe ____?
    - How might you improve ____?

• Closure:
  - Writers! We have noticed Paul Fleischman’s poetic structures of metaphors and have improved our own writing skills! Way to go!

• Independent Practice:
  - Write a contrasting parallel structure to model the two voices of the original poem.

Sources: Fireflies: A Poem for Two Voices by Paul Fleischman
Day 2 – Metaphors

*Fireflies: A Poem for Two Voices* by Paul Fleischman

Lesson Objective:
- Students will be able to identify metaphors in *Fireflies: A Poem for Two Voices*.
- Students will be able to create a metaphor within a paralleled structure of *Fireflies: A Poem for Two Voices*.

Instructional Procedure:
- Anticipatory Set:
  - Listen to *Fireflies: A Poem for Two Voice* by Paul Fleischman
    http://vimeo.com/56159574
- Model:
  - Review the definition of metaphor with examples from the poem.
- Guided Practice:
  - Review the first three lines of the created metaphor poem.
- Independent Practice:
  - Students complete contrasting parallel structure of a self-created metaphor to model the two voices of the original poem.

Assessment:
- While students are working on their metaphors, the teacher will assess student learning informally by walking around, asking questions, and checking their parallel structure writing.
- At the end of the lesson, students will submit the parallel structure writing.
Mrs. Gates Third Grade

English Language Arts—Figurative Language (30 Minutes)

Day 3 – Similes

Lesson Objective:
- Students will be able to define similes.
- Students will be able to identify similes in a short story.
- Students will be able to write personal similes to describe physical features or characteristics.

Instructional Procedure:
- Anticipatory Set:
  - Watch and listen to *My Dog is as Smelly as Dirty Socks*.
- Model:
  - Foldable Notes—Simile: Compares 2 things using “like” or “as.”
  - PowerPoint Examples
- Guided Practice:
  - Personal Similes—Discuss “Miss Sanchez's Personal Similes” as a class.
- Independent Practice:
  - Personal Similes about physical features and other characteristics.

Assessment:
- While students are working on their similes, the teacher will assess student learning informally by walking around, asking questions, and checking their personal similes worksheet.
- At the end of the lesson, students will submit their personal similes.
Lesson Objective:
- Students will be able to identify and define analogies.
- Students will be able to articulate the relationship of things within the analogy.

Instructional Procedure:
- Anticipatory Set: PowerPoint Examples (Pictures of Analogies)
- Model: Foldable Notes
- Guided Practice: Complete the first portion of the analogies worksheet as a table group with discussion; Complete the second portion of the analogies worksheet independently.
- Independent Practice: Create analogies to challenge the class!

Assessment:
- While students are working on their analogies, the teacher will assess student learning informally by walking around, asking questions, and checking their analogies worksheet.
- At the end of the lesson, students will submit their analogies worksheet.
Lesson Objective:
- Students will be able to define and identify onomatopoeia.
- Students will be able to create onomatopoeia words according to a given action.

Instructional Procedure:
- Anticipatory Set: Onomatopoeia Video
  (http://www.youtube.com/watch?v=f1b5kCvVBo8)
- Model: Foldable Notes
- Guided Practice: PowerPoint Examples (and Discussion)
- Independent Practice:
  - Students will create their own onomatopoeia sound words with a given action.
  - Students will draw a comic strip that includes for onomatopoeia sound words.

Assessment:
- While students are working on onomatopoeia, the teacher will assess student learning informally by walking around, asking questions, and checking their onomatopoeia comic strips.
- At the end of the lesson, students will submit their onomatopoeia comic strips.
Lesson Objective:
- Students will be able to define idioms.
- Students will be able to articulate an idiom’s meaning through discussion and matching.
- Students will be able to describe the literal and figurative language used in each idiom.

Instructional Procedure:
- Anticipatory Set: PowerPoint Picture Examples
- Model: Foldable Notes
- Guided Practice: Students will work in partners to match the idiom with their meaning.
- Independent Practice: Students will work independently to choose an idiom and describe its literal and figurative meaning.

Assessment:
- While students are working on their idioms, the teacher will assess student learning informally by walking around, asking questions, and checking their idiom matching worksheets.
- At the end of the lesson, students will submit their idiom matching worksheets.
Lesson Objective:
- Students will describe the literal and figurative meanings of a chosen idiom through a drawing.

Instructional Procedure:
- Anticipatory Set: Review pictures of idioms.
- Model: Choose an idiom to draw (both the literal and figurative meaning).
- Guided Practice: Students share chosen idioms with partner to review the literal and figurative meanings.
- Independent Practice: Students draw a picture to represent the literal and figurative meanings of their chosen idiom.

Assessment:
- While students are working on their idiom art, the teacher will assess student learning informally by walking around, asking questions, and checking their idiom art.
- At the end of the lesson, students will submit their idiom art.
Lesson Objective:
- Students will review figurative language in context.
- Students will be able to identify and categorize figurative language.

Instructional Procedure:
- **Anticipatory Set:** Watch the *Disney Figurative Language Find*
- **Model:** The teacher will demonstrate how to fill in the chart when watching the various Disney movie clips.
- **Guided Practice:** Students will fill in the chart for the second clip in class discussion.
- **Independent Practice:** Students will complete the chart as they watch the video.

Assessment:
- While students are watching the video and participating in class discussion of the Disney movie clips, the teacher will assess student learning informally by walking around, asking questions, and checking their Disney’s Figurative Language Find chart.
- Students will use the chart to review before the cumulative assessment.
Lesson Objective:
- Students will define figures of speech (metaphor, simile, analogy, onomatopoeia, and idiom).
- Students will be able to identify examples of figures of speech.

Instructional Procedure:
- Anticipatory Set: Introduce the Tic Tac Toe Review Game
- Model: The teacher and a student volunteer will demonstrate the directions of the game [1. Set up the pencil and paper clip spinner, 2. Spin to match the figure of speech with its definition or example, 3. Label with an X or O, 4. Take turns spinning with your partner to find five X's or O's in a row].
- Guided Practice: Students play the review game with their partner.
- Independent Practice: Students can play with another student to continue practice.

Assessment:
- While students are playing the tic tac toe review game, the teacher will assess student learning informally by walking around, asking questions, and checking review game sheet.
- Students will use the tic tac toe game to review before the cumulative assessment.
Day 10 – Figurative Language Assessment

Lesson Objective:
- Students will be able to identify five figures of speech: metaphors, similes, analogies, onomatopoeia, and idioms.
- Students will be able to justify their reasoning for identifying or writing a particular figure of speech according to its characteristics.

Instructional Procedure:
- Anticipatory Set: Review the definition of figures of speech.
- Model: Read the directions to the assessment aloud.
- Guided Practice: Ask for questions.
- Independent Practice: Students will complete the one page cumulative assessment.

Assessment:
- The teacher will assess students formally through the cumulative assessment. Students will have thirty minutes to complete the assessment.
Unit Strengths:

Students had the opportunity to create and develop writing skills using figurative language. Each lesson reinforced elevated and descriptive academic and content specific language. Furthermore, my joy of the unit’s content and lesson elements translated to student engagement. Overall, the following aspects of the figurative language unit created a lasting impression of creativity and expression:
- Organization and Preparation of Materials
- Repetition of Definitions (Oral Discussion and Written on Worksheets)
- Invitation to Notice
- Graphic Organizers and Clear Worksheets
- Creative Expression
- Think-Pair-Share Discussion

Unit Areas for Growth:

Although this language arts unit supported students’ creativity and figurative language development, each lesson had various aspects that could be improved. In the introduction of the unit, I could improve my anticipatory set by reading a specific book or short story that embodies figurative language. This hook would give students a goal to aspire towards in their descriptive writing. The final assessment requires students to write a story using an example of each figure of speech from the figurative language unit. An introductory book would support students’ full circle approach to figurative language. Many of these lessons could be expanded to express the depth of each figure of speech within the figurative language unit. Overall, this unit introduced students to figurative language and supported their creativity and expression.