*English Instructional Plan – Identifying Figurative Language Grade 5*

**Primary Strand: Vocabulary 5.4, 6.4**

**Integrated Strand/s: Communication and Multimodal Literacies, Reading, Writing 5.1, 5.5, 5.7, 6.1, 6.5, 6.7**

**Essential Understanding:**

All students should:

* understand that the content and structure of a sentence, paragraph, or reading selection can be used to help determine the meaning of an unfamiliar word.

**Essential Knowledge, Skills, and Processes:**

To be successful with this standard, students are expected to:

* identify when an author uses language figuratively.
* use context as a clue to infer the correct meanings of unfamiliar words and phrases.

**Primary SOL:**

5.4d identify an author’s use of figurative language.   
**Reinforced (Related Standard) SOL:**   
5.5 i Explain how an author’s choice of vocabulary contributes to the author’s style.  
5.7 j Use precise and descriptive vocabulary to create tone and voice.   
5.5 h Differentiate between free verse and rhymed poetry.  
5.3 c Compare and contrast techniques used in a variety of media messages.

**Academic Background/Language:**

Figurative language is language that uses words or expressions with a meaning that is different from the literal interpretation. Writers use figurative language for comparison or dramatic effect. The vocabulary is different from its everyday meaning. Fifth grade is the first year when students are expected to identify figurative language. Students may identify this language as sayings that aren’t necessarily what they mean. It is important to build off these sayings and give them a name. Some types of figurative language are: simile, metaphor, personification, onomatopoeia, alliteration, hyperbole, idiom, and imagery. In sixth grade, students will need to analyze the use of figurative language and know the specific types.

## Materials

* Text with figurative language to display and distribute such as, “A Kid In A Candy Store” (<https://www.readworks.org/article/A-Kid-In-A-Candy-Store/da55a094-0aef-4f98-bbc7-ea599d4a8baa#!articleTab:content/>)
* 2 column Figurative Language Organizer for each student (sample below)
* Identifying Figurative Language examples for each student (sample below)
* Scissors & glue
* Highlighters & pencils

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

1. Introduce the lesson by explaining when authors write they sometimes choose words or sayings to describe something that are not true or do not mean what they normally mean. The teacher may give some examples such as, “it’s raining cats and dogs” and ask the class, “does that mean cats and dogs are literally falling from the sky?” Another example, “this pencil is as light as a feather” and ask the class, “it is actually that light?” An author’s vocabulary and word choice can be used for comparison or dramatic effect. When an author uses words or phrases that do not have its everyday meaning, this is called figurative language. It is not literal.
2. Explain that authors may choose to use figurative language in a variety of texts including poetry, fiction, and nonfiction. Explain the lesson today will be a realistic fiction story called, “A Kid In A Candy Store.”
3. Before reading the text, distribute the Identifying Figurative Language Sort to each student. (These are sentences from the story, “A Kid In A Candy Store.”) Some sentences include figurative language and other sentences do not. Students will work in pairs or individually to cut and identify the cards with figurative language. Answers will be checked during the lesson. Students will put their cards to the side to use throughout the story.
4. Display and distribute a realistic fiction text such as, “A Kid In A Candy Store” that includes figurative language to the class as well as a graphic organizer to students such as the Figurative Language Organizer.
5. Ask students to think, pair, and share what they think the title, “A Kid In A Candy Store” means or to make a prediction about the text since they have already read some of the sentences. Students will discuss with a partner or small group the meaning of the title and make a prediction then share with the teacher.
6. Explain that kids usually like candy and when kids are in a candy store their eyes are wide and they are thinking about all of the different types of candy they want. This is usually an exciting experience and kids are happy. Therefore, it can be inferred, “like a kid in a candy store” means a person is excited with all of their options or very happy like a young child.
7. Read the text aloud to the class as they follow along. The teacher will think aloud and begin to identify figurative language.
8. Think aloud to find the first line of figurative language. The teacher and students will highlight the sentence, “He was going to conquer the stars.” Ask, “Can someone literally conquer the stars?” Students will answer. Glue this card on the figurative language organizer. Then infer using the context and write the meaning. (e.g. it seems like the boy feels like he can do anything if he gets the skateboard with a rocket ship on it.)
9. Think aloud to find the next line of figurative language. The teacher and students will highlight the sentence, “It had been in the town since the dawn of time, and hadn’t been updated much since. Students will glue this card on the organizer. The teacher may think aloud, “Do you think the store has actually been there since the dawn of time? The author is using this line for dramatic effect. The author then helps us understand the meaning saying the store has not been updated since. I know the dawn of time was a very long time ago so I can infer using the context clue that the author must want us to know the store is extremely old and outdated.”
10. Read the rest of the paragraph and have students think, pair, share to find the next example of figurative language. Students should use their cards to help them.
11. Explain that the author’s choice of vocabulary and use of figurative language seems to happen more when he is describing the store and the man. The author is helping the reader visualize and compare. This is called imagery when an author uses descriptive language. The reader can create an image or visualize in their mind.
12. The teacher and students will highlight and then glue each example of figurative language in the graphic organizer and infer the meaning.
13. After reading the text, encourage students to identify where the author is using the most figurative language according to their highlighting. (Describing the store, man, and taste of the candy.)
14. Ask students to reflect on how the figurative language helped them visualize as well as to understand the context of the story.
15. Ask students to think about the title again. Is it figurative language or does it have a literal meaning? Explain.
16. Close the lesson by reviewing the graphic organizer and start an anchor chart to display in the room that includes the definition of figurative language. Reinforce the concept of figurative language as not being literal. Authors use figurative language to compare or give a dramatic effect. Their choice of vocabulary can create a style to their writing.

**Assessment (Diagnostic, Formative, Summative)**

* Monitor student responses (oral and written) during and after the lesson. Reteach as necessary.
* Students may complete a sort of phrases. One pile for sentences that include figurative language and another pile for sentences that do not include figurative language.
* Students may use a highlighter and/or a graphic organizer to identify figurative language during small group reading.
* Students may use sticky notes to explain how the author’s use of figurative language supports the author’s style.
* Monitor student responses when using context to infer the meaning of figurative language.

**Writing Connections:**

* The author of “A Kid In A Candy Store” used figurative language to create tone and voice as well as imagery in the story. Good writers use these techniques in their writing to make it more descriptive. The writer used figurative language when he described the candy store and old man. Think of a place and/or person to write about and include figurative language. The teacher may have students create a pre-writing sensory chart with sight, touch, hear, smell, and taste to help organize their writing as well as make it more descriptive.
* The teacher may have the class make a simile book. Each page of the book has part of a simile on it (e.g. as hot as…, graceful like a…, as sweet as…). Make enough different pages for the whole class to start with one. The student will write one word on each page that completes the simile. Student may pass the pages or rotate themselves to the pages. The simile words should not repeat. By the end there will be list on each page. The teacher may put them together as a simile book for the class to use when writing.
* The teacher may use mentor texts to model how to incorporate figurative language in free verse and rhyming poems such as, “Mountains” by Rukiye Henderson (<https://www.commonlit.org/en/texts/mountains>) and “All in a Week” (<https://www.readworks.org/article/All-in-a-Week/4cace40c-640a-4ab7-ada4-8f3dc3d207e4#!articleTab:content/>).
* The teacher may introduce the term onomatopoeia to the class. The teacher will model how to incorporate sounds into a writing. The teacher may also show how to create a sound lead/hook/opening sentence to grab the reader’s attention.
* The teacher may introduce the term personification. Students may write characteristics and feelings associated with the non-human thing. (e.g. pencil- characteristics: dull, feelings: worn-out, Sentence: The pencil was tired from writing all day.)

**Extensions and Connections (for all students)**

* The teacher may use a mentor text such as, *My Teacher Likes to Say* by Denise Brennan-Nelson and illustrated by Jane Monroe Donovan to give more examples of figurative language. Students may be familiar with these sayings and be able to identify them now as figurative language.
* The teacher may use free verse and rhyming poems such as, “April” by Bobbi Katz (<https://www.commonlit.org/en/texts/april>) and “The Echoing Green” (<https://www.readworks.org/article/The-Echoing-Green/2c6c3040-2930-4d8d-b309-ad676cc154b3#!articleTab:content/>) to identify more examples of figurative language. The teacher may also discuss the differences between the types of poetry.
* The teacher may use the examples from the lessons to give a name to the types of figurative language. (e.g. simile, metaphor, personification, onomatopoeia, alliteration, hyperbole, idiom, and imagery) The teacher may add these examples to the figurative language anchor chart.
* The teacher may show a nonfiction article/text with figurative language to identify such as, “To the Moon and Back” (<https://www.readworks.org/article/To-the-Moon-and-Back/d6445aae-11aa-4994-9e92-59c2d2b6ebcb#!articleTab:content/>)
* Students may draw a picture to represent the literal meaning of an idiom or other type of figurative language and then a picture to represent the figurative meaning.
* The teacher may show examples of different media messages that include and do not include figurative language. The students may compare and contrast the messages and techniques while considering the effects of figurative language.
* Students may practice the concept of identifying figurative language by using a text on their independent level.
* Students may keep a page in their notebook to write examples of figurative language from their reading.

**Strategies for Differentiation**

* When starting, use familiar examples/sayings of figurative language.
* Provide pre-made pictures of the literal and figurative meanings.
* The teacher may prepare written or typed figurative language explanations for students to glue on the graphic organizer.
* Use sentence starters such as, “The author said \_\_\_\_\_\_\_\_.” “I know this because \_\_\_\_\_\_\_\_\_.” “The author wants me to know \_\_\_\_\_\_\_\_.”
* Provide more sorts to differentiate between figurative language and non-figurative language.
* If students still have trouble identifying figurative language, use smaller samples of texts.

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Identifying Figurative Language Organizer**

**Sentence with figurative language: Infer using context and what you already**

**know to find the meaning:**

**Identifying Figurative Language Sort**

**Text Examples from “A Kid in A Candy Store”**

* “A dark, winding dungeon of a store, its shelves were filled with jars of weird, sticky gums and sucking candies so hard they could crack your teeth.”
* “No longer would his parents have to pick him up after school, or at the movies or the mall.”
* “He wasn't just going to the mall.”
* “It has real hazelnuts inside!”
* “Over all of it stood Mr. Orson, a hard-eyed skeleton of a man whose long grey hair and baggy clothes made him look like an out-of-work wizard.”
* “The coffee shop said he was too young.”
* “His gums were on fire. His tonsils were tap-dancing.”
* “But then as he began to chew, it was like an oil tanker had spilled in his throat.”
* “He was going to conquer the stars.”
* “It had been in the town since the dawn of time, and hadn’t been updated much since.”
* “His mouth crinkled up like a dead leaf, and Tommy got the impression that he was either about to scream at him, or sneeze.”
* “Tommy didn't want to find out, but the skateboard demanded he try.”