Figurative Language

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Rationale: This SmartBoard lesson is a fun, interactive way to review the different types of figurative language. Students will stay engaged and involved throughout the review process, and then get excited about creating fun Simile Mad Libs.

Overall Goal for the Lesson: To introduce and practice identifying personification, alliteration, simile, and metaphor using poetry.

Description of classroom, grade level, and students:
4th Grade, 20-27 students

Student Objectives for the lesson. (Given a condition, the students will, to what level).
The student will be able to identify examples of personification and alliteration with 75% accuracy.
The student will be able to identify similes and metaphors with 75% accuracy.

Length of Lesson: (minutes, number of class periods, or days or weeks needed).
20-30 minutes. Can be used as a Learning Center.

Schedule of Activities: (Break down your activity into a timeline of events. Focus on what students will be doing and what teachers will be doing during each part of the activity.)
Teacher introduces figurative language using definitions and examples using the Smartboard.
Teacher should take answers from the class before showing the real definition or an already made example.
Teacher shows “My Bedroom” poem on Smartboard and reads it out loud.
Asks “did anyone see any metaphors in that poem? Similes? Personification? Alliteration?”
Ask one student to come up and underline a SIMILE with a Green pen.
Ask one student to come up and underline a METAPHOR with a Blue pen.
Ask one student to come up and underline PERSONIFICATION with a Red pen.
Ask one student to come up and underline ALLITERATION with a Black pen.
After each one, check to see if there are any more examples of the same figurative language in the poem.

Simile Mad Libs
Students choose which nouns and adjectives they want to use
Teacher drags them into the appropriate spaces, then reveals the Mad Lib.
Shows Mad Lib with fill in the blanks.
Takes suggestions from students, writes them.
Reveals Mad Lib

OR (Can be used as a Centers Activity)
Student reads directions, and drags appropriate words from the word boxes into the spaces, then reveals the Mad Lib.
Student writes in the appropriate words in the blanks, then reveals their Mad Lib.

PASS Content Standards Addressed (Copy and Paste from: http://sde.state.ok.us/Curriculum/PASS/default.html)
Standard 4: Literature - The student will read to construct meaning and respond to a wide variety of literary forms.
*1. Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature.
a. Identify the defining characteristics of a variety of literary genres and forms (e.g. contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, legends, myths, biography, autobiographies, and traditional stories such as fairy tales and fables).
b. Read and construct meaning from a variety of genres.

3. Figurative Language and Sound Devices - The student will identify figurative language and sound devices in writing and how they affect the development of a literary work.
a. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).
b. Define figurative language, such as similes, metaphors, hyperboles, or personification, and identify its use in literary works.
• Simile: a comparison that uses like or as • Metaphor: an implied comparison • Hyperbole: an exaggeration for effect • Personification: a description that represents a thing as a person

PASS Instructional Technology Standards (Copy and Paste from: http://sde.state.ok.us/Curriculum/PASS/default.html)
Assessments: How will these activities be assessed? (Go back to your objectives, what will the students do? Make sure that each objective is paired to an assessment measure that allows students to show it).
Students will get 2 poems and have to underline (in different colors) metaphors, similes, personification, and hyperbole. The have understood the concept if they get at least a 75% on their work.

Students will get a worksheet with 12 examples of figurative language. They will have to identify which form of figurative language they think it is by writing A, B, C, or D next to each example. They have understood the concept if they get 9 out of 12 correct (75%).

Accommodations: How might the lesson need to be adapted for students with special needs?
Students could work on a computer, work with a partner, or focus on only one of the poems.

Materials Needed: Go through each activity and identify what items (both technology and not) are needed to complete this lesson. Include a breakdown according to individual student or student groups. Include materials that need to be created as well.
Computer
Smartboard
Notebook Software
Different colored Smartboard pens
Paper
Pencils