

Megan Cato
ECEG 7090
5th grade Writing

Focus: Six Traits of Writing
Focus Skill: Word Choice – Figurative Language
Idioms, Hyperbole, Similes, Metaphors

GPS	<p>ELA5R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:</p> <ul style="list-style-type: none"> h. Responds to and analyzes the effects of sound, figurative language, and graphics in order to uncover meaning in poetry. i. Sound (e.g., alliteration, onomatopoeia, rhyme scheme) ii. Figurative language (e.g., personification, metaphor, simile, hyperbole)
Day 1	<p>Essential Question: How can I make my writing more enjoyable for my reader? What is figurative language?</p> <p>Anticipatory Activity:</p> <ol style="list-style-type: none"> 1. Blow a bubble with a bubble wand from a bottle of bubbles and then use a pencil to pop the bubble. 2. Ask students to describe what you did with the pencil. After several responses, write the phrase "burst my bubble" on the board, followed by the word literal. 3. Explain to students that you literally (or actually) burst the bubble. They saw you do it. 4. Next write this sentence on the board: "When you told me it was going to rain on my birthday, you really burst my bubble!" 5. Ask students what they think the sentence means. Explain that in this sentence a bubble has not actually, or literally, been burst; it means that the rain prediction dampened your excitement about your birthday. 6. Write "figurative" next to the sentence; then explain that the phrase "burst my bubble" is a figurative phrase used to describe disappointment. 7. Share a personal example of a time your bubble was burst <p>Summarizer: share their similar memories</p>
Day 2	<p>Essential Question: How can I make my writing more enjoyable for my reader? How can I use an idiom in my writing?</p> <p>Teaching/Guided Practice:</p>

	<ol style="list-style-type: none"> Write the following sentences on the board: <ul style="list-style-type: none"> -When we were saving to buy a house, we had to <u>pinch pennies</u>. -You'll really <u>get your feet wet</u> on your first job. -He answered the question <u>off the top of his head</u>. -The team was really <u>down in the dumps</u> after losing the game. Have the class brainstorm possible meanings for the underlined phrases. Point out that each underlined phrase is an idiom, a saying whose meaning can't be understood from the individual words in it. Have students suggest other idioms with which they are familiar. Read <u>The Flamingos Are Tickled Pink: A Book of Idioms</u>. Discuss the book's idioms; then assign several of the book's sentences to each group. Have each group rewrite its sentences to change them from figurative to literal ones. After checking to make sure that students correctly determined the meanings of their idioms, read aloud the groups' literal sentences in the same order as in the book. Ask: Which version - the original using figurative language or the new one using literal language - is more interesting? <p>Summarizer: TOTD: students think of own idiom and tell what it means literally</p>
Day 3	<p>Essential Question: How can I make my writing more enjoyable for my reader? How can I use similes and metaphors in my writing?</p> <p>Teaching/Guided Practice:</p> <ol style="list-style-type: none"> Show Flipchart on Promethean Board discussing Similes and Metaphors. Children interact with lesson on board. Take a photo of each student. Duplicate the WANTED poster attached for each child. Have each student glue his photo in the center of his poster; then have him write similes and metaphors that describe his personality, appearance, and interests around the photo. Display the finished posters on a bulletin board titled "WANTED: Figurative Fugitives" <p>Summarizer: Students write one sentence using a simile and one sentence using a metaphor.</p>
Day 4	<p>Essential Question: How can I make my writing more enjoyable for my reader? How can I use hyperbole in my writing?</p>

	<p>Teaching/Guided Practice:</p> <ol style="list-style-type: none"> 1. Explain to students that they use figurative language all the time, and they probably do not even know it. Let them know that hyperbole is a deliberate exaggeration that's used as a figure of speech. 2. Write each of the following phrases on index cards: <ul style="list-style-type: none"> -My dog was SO hungry -Their house was SO large -It was SO foggy -My bedroom was SO cold -My cat is SO lazy -Our car is SO old -My little sister is SO pesky -She was SO rich -It was SO hot -It rained SO hard -The food was SO spicy -The room was SO crowded 3. Divide the class into pairs; then give each pair one of the labeled cards. Have the pair collaborate to finish its sentence with an example of hyperbole. 4. After about 2 minutes, have one student in each pair read aloud the first part of his card's phrase(i.e., "It was SO foggy"); then have the rest of the class immediately say in unison "How foggy was it?" 5. Then have the other student in the pair finish the sentence for the class. <p>Summarizer: Have students come up with own hyperbole and share with 6:00 partner</p>
Day 5	<p>Essential Question: How can I make my writing more enjoyable for my reader? How can I use figurative language to make my writing more enjoyable?</p> <p>Summarizing Activity:</p> <ol style="list-style-type: none"> 1. Divide the class into several cooperative groups. Give each group a supply of old newspapers, magazines, and catalogs. Have each group search through the materials to find examples of figurative language as used in various ads; then have the group cut out the examples it finds and glue them collage-style to a large sheet of colorful construction paper. 2. After the collages are finished, have groups share its project and explain the meaning of each figurative phrase on it. Ask students which figurative phrases drew their attention to the products being advertised. Point out that figurative language comes in handy in more places than just the pages of a novel or poetry book - advertisers use it too! 3. Students will then write a narrative paper being sure to include several types of figurative language.

