

# ADDRESSING THE “WHAT-IFS”

- What if Christel loses internet connection? ... check back in 5 mins using the same Zoom link. If the session is not up, then watch your email for directions.
- What if there is a lot of background noise at your house? ... keep yourself on mute or Christel will mute you! LOL (This is the best part of virtual teaching)
- What if you did not get a Google Doc or Form emailed to you, send Nicole Ireland a message in the Chat box.
- What if you get kicked out and need to be let in but everyone is in a breakout room ... text **561 596-9039**.



# MEET DIANE OWENS, SPECIALIST



- Contact Diane if you have questions regarding private school services or payment:  
[diane.owens@palmbeachschools.org](mailto:diane.owens@palmbeachschools.org)





# RESOURCES FOR TODAY

- Log in to [www.connectedclass.com](http://www.connectedclass.com)
- Go to **Resource Room**
- Click on **Onsite Trainings**
- Open **What in the Word?**
- **Direct Connect**
- **Learning Link**





# FOLLOW-UP



## In-Service Follow-Up Option IV

Training Session:

How To Use Learning Link (PDF)



Parent/Family Welcome To Learning Link

STOP WHINING AND JUST READING

LEARNING LINK SUMMER SUCCESS PROGRAM

Play Ball

Whack A Word

Letter Sound Showcase

Guess And Count

Memory Match

Roll With Remainders

Math	▼
Literacy	▼
Standards	▼

HOW TO USE LEARNING LINK

LEARNING LINK LOG

MANAGE STUDENT LIST

SCHEDULED VIDEO LOG

TEACHER RESOURCES

### Directions:

Connect to parents and families based on student need using Learning Link on Connected Class. Complete the following to earn three in-service points:

- Set-up your student list for [Learning Link](#). [Directions for set-up](#).
- Select two videos and teach the concepts to some or all of your students.
- Send the videos you used with the students to their families and encourage them to play the game, strategy or activity at home.
- Collect the following evidence and email it to Katie when you are complete:
  - Take a screen shot of your student list. You can use your phone to take the photo.
  - Answer these questions:
    - What videos did you use?
    - How many of your parents participated?
    - Did you see increased student achievement? Explain.

Please submit via email [katie@connectedclass.com](mailto:katie@connectedclass.com)  
no later than 30 days after the training date.

Three In-Service Points will be awarded for this option.



# February Fact CHALLENGE

February 1 - 28, 2022

*Conquering math facts together,  
one problem at a time . . .  
Up, up, and away!*



# LEARNING INTENTIONS

- **Discuss** types of figurative language.
- **Engage** in exploration of how authors use figurative language to contribute to meaning in texts.
- **Ascertain** exciting ways to teach students how to understand and analyze figurative language in texts.
- **Explore** ways to help students use more figurative language in their writing.
- **Discuss** how to support ESE students.
- **Determine** how to get parents involved.





# SUCCESS CRITERIA

- I can incorporate at least one activity I learned today for teaching figurative language into my lesson planning.

# SO...WHY TODAY'S TOPIC?

Because there are links between readers' understandings of vocabulary and language to reading comprehension, it is imperative to provide instruction around words and language in all classrooms.

(Baumann and Kame'enui 1991; Becker 1997; Stanovich 1986; Beck, McKeown, and Kucan 2013)



# FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

## R.3.1 Figurative Language (STANDARD) (BENCHMARKS)

ELA.5.R.3.1 **Analyze** how figurative language contributes to meaning in text(s).

ELA.4.R.3.1 Explain **how figurative language contributes to meaning** in text(s).

ELA.3.R.3.1 Identify and **explain metaphors, personification, and hyperbole** in text(s).

ELA.2.R.3.1 Identify and explain **similes, idioms, and alliteration** in text(s).

ELA.1.R.3.1 Identify and explain descriptive words **and phrases** in text(s).

ELA.K.R.3.1 **Identify and explain descriptive words in texts(s).**



## *Reading Across Genres*

### **R.3.1 Figurative Language**

ELA.12.R.3.1	<b>Evaluate</b> an author's use of figurative language.
ELA.11.R.3.1	Analyze <b>the author's use of</b> figurative language and explain examples of <b>allegory</b> .
ELA.10.R.3.1	Analyze how figurative language creates mood in text(s).
ELA.9.R.3.1	Explain how figurative language <b>creates mood</b> in text(s).
ELA.8.R.3.1	Analyze how figurative language contributes to meaning and explain examples of <b>symbolism</b> in text(s).
ELA.7.R.3.1	Analyze how figurative language contributes to tone and meaning and explain <b>examples of allusions</b> in text(s).
ELA.6.R.3.1	Explain <b>how figurative language contributes to tone and meaning</b> in text(s).
ELA.5.R.3.1	<b>Analyze</b> how figurative language contributes to meaning in text(s).
ELA.4.R.3.1	Explain <b>how figurative language contributes to meaning</b> in text(s).
ELA.3.R.3.1	Identify and explain <b>metaphors, personification, and hyperbole</b> in text(s).
ELA.2.R.3.1	Identify and explain <b>similes, idioms, and alliteration</b> in text(s).
ELA.1.R.3.1	Identify and explain descriptive words <b>and phrases</b> in text(s).
ELA.K.R.3.1	<b>Identify and explain descriptive words</b> in text(s).

# LET'S DISCUSS

*Respond in the Chat*

- What do you notice about the benchmarks for each grade level?
- How could this document help with vertical planning across grade levels?



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ELA.1.R.3.1 Identify and explain descriptive words **and phrases** in text(s).

ELA.K.R.3.1 **Identify and explain descriptive words in texts(s).**



**TAKING A  
CLOSER LOOK  
AT THE  
BENCHMARKS...**



# KINDERGARTEN

## *Interpreting Figurative Language*

**ELA.K.R.3.1: Identify and explain descriptive words in text(s).**

### Benchmark Clarifications

*Clarification 1:* Students will explain examples of descriptive words **in text** and how they add meaning.

*Clarification 2:* Students will be introduced to the academic vocabulary word “adjective”. However, students are not expected to use the word independently. Discussion should focus on how the descriptive words add meaning to the text.



# GRADE ONE

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## *Interpreting Figurative Language*

**ELA.1.R.3.1:** Identify and explain descriptive words and phrases in text(s).

### Benchmark Clarifications

*Clarification 1:* Continue to expose students to the academic vocabulary word “adjective”. Discussion should focus on how the descriptive words add meaning to the text.



# GRADE TWO

## *Interpreting Figurative Language*

**ELA.2.R.3.1:** Identify and explain **similes, idioms, and alliteration** in text(s).



# GRADE THREE

## *Interpreting Figurative Language*

**ELA.3.R.3.1:** Identify and explain **metaphors, personification, and hyperbole** in text(s).

### Benchmark Clarifications

*Clarification 1:* In addition to the types of figurative language listed in this benchmark, students are still working with types from previous grades such as simile, alliteration, and idiom. Other examples can be used in instruction.

*Clarification 2:* See Elementary Figurative Language



### Figurative Language Elementary Figurative Language

<u>Figurative Language</u>	<u>Description</u>	<u>Example</u>
alliteration	The repetition of usually initial consonant sounds in two or more neighboring words or syllables	Peter Piper picked peppers.
hyperbole	Exaggerated statements or claims not meant to be taken literally	This backpack weighs a ton.
idiom	An expression that cannot be understood from the meanings of its separate words but must be learned as a whole	Break a leg!
imagery	Writing about objects, actions, and ideas in such a way that it appeals to our five physical senses	The fresh and juicy orange is very cold and sweet.
metaphor	A word or phrase for one thing that is used to refer to another thing in order to show or suggest that they are similar	They have a heart of gold.
onomatopoeia	The forming of a word (as "buzz" or "hiss") in imitation of a natural sound	Bam, whirl, thump, boom
personification	Representing a thing or idea as a person in art, literature	The cupcake is calling my name.
simile	A comparison of two unlike things, often introduced by like or as	The explanation was clear as mud.



### Secondary Figurative Language

<u>Figurative Language</u>	<u>Description</u>	<u>Example</u>
alliteration	The repetition of usually initial consonant sounds in two or more neighboring words or syllables	"Doubting, dreaming dreams no mortal ever dared to dream before" - "The Raven," Edgar Allan Poe
allusion	A brief and indirect reference to a person, place, thing, or idea of historical, cultural, literary, or political significance	"The morning wind forever blows, the poem of creation is uninterrupted; but few are the ears that hear it. Olympus is but the outside of the earth everywhere." <i>Walden</i> , Henry David Thoreau
hyperbole	Exaggerated statements or claims not meant to be taken literally	"At that time Bogota was a remote, lugubrious city where an insomniac rain had been falling since the beginning of the 16th century." - <i>Living to Tell the Tale</i> , Gabriel García Márquez
idiom	An expression that cannot be understood from the meanings of its separate words but must be learned as a whole	"Old Marley was as dead as a door-nail." - <i>A Christmas Carol</i> , Charles Dickens
imagery	Writing about objects, actions, and ideas in such a way that it appeals to our five physical senses	"Or sinking as the light wind lives or dies; And full-grown lambs loud bleat from hilly bourn; Hedge-crickets sing; and now with treble soft The redbreast whistles from a garden-croft, And gathering swallows twitter in the skies." - "To Autumn," John Keats
meiosis (understatement)	The presentation of a thing with underemphasis especially in order to achieve a greater effect; understatement	"Ay, ay, a scratch, a scratch." - Mercutio after he is mortally wounded by Tybalt - <i>Romeo and Juliet</i> , Shakespeare
metaphor	A word or phrase for one thing that is used to refer to another thing in order to show or suggest that they are similar	"Our words are but crumbs that fall down from the feast of the mind." - <i>Sand and Foam</i> , Khalil Gibran
onomatopoeia	The forming of a word (as "buzz" or "hiss") in imitation of a natural sound	"Keeping time, time, time, In a sort of Runic rhyme, To the tintinnabulation that so musically wells From the bells, bells, bells, bells, Bells, bells, bells— From the jingling and the tinkling of the bells." - "The Bells," Edgar Allan Poe
personification	Representing a thing or idea as a person in art, literature	"Because I could not stop for Death – He kindly stopped for me – The Carriage held but just Ourselves – And Immortality." - "Because I could not stop for Death," Emily Dickinson
simile	A comparison of two unlike things, often introduced by like or as	"In the eastern sky there was a yellow patch like a rug laid for the feet of the coming sun . . ." - "The Red Badge of Courage," Stephen Crane



# GRADE FOUR

## *Interpreting Figurative Language*

**ELA.4.R.3.1:** Identify how figurative language contributes to meaning in text(s).

### Benchmark Clarifications

*Clarification 1:* Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, and idiom. Other examples can be used in instruction.

*Clarification 2:* See Elementary Figurative Language

# GRADE FIVE

## *Interpreting Figurative Language*

**ELA.5.R.3.1: Analyze** how figurative language contributes to meaning in text(s).



# FIGURATIVE LANGUAGE

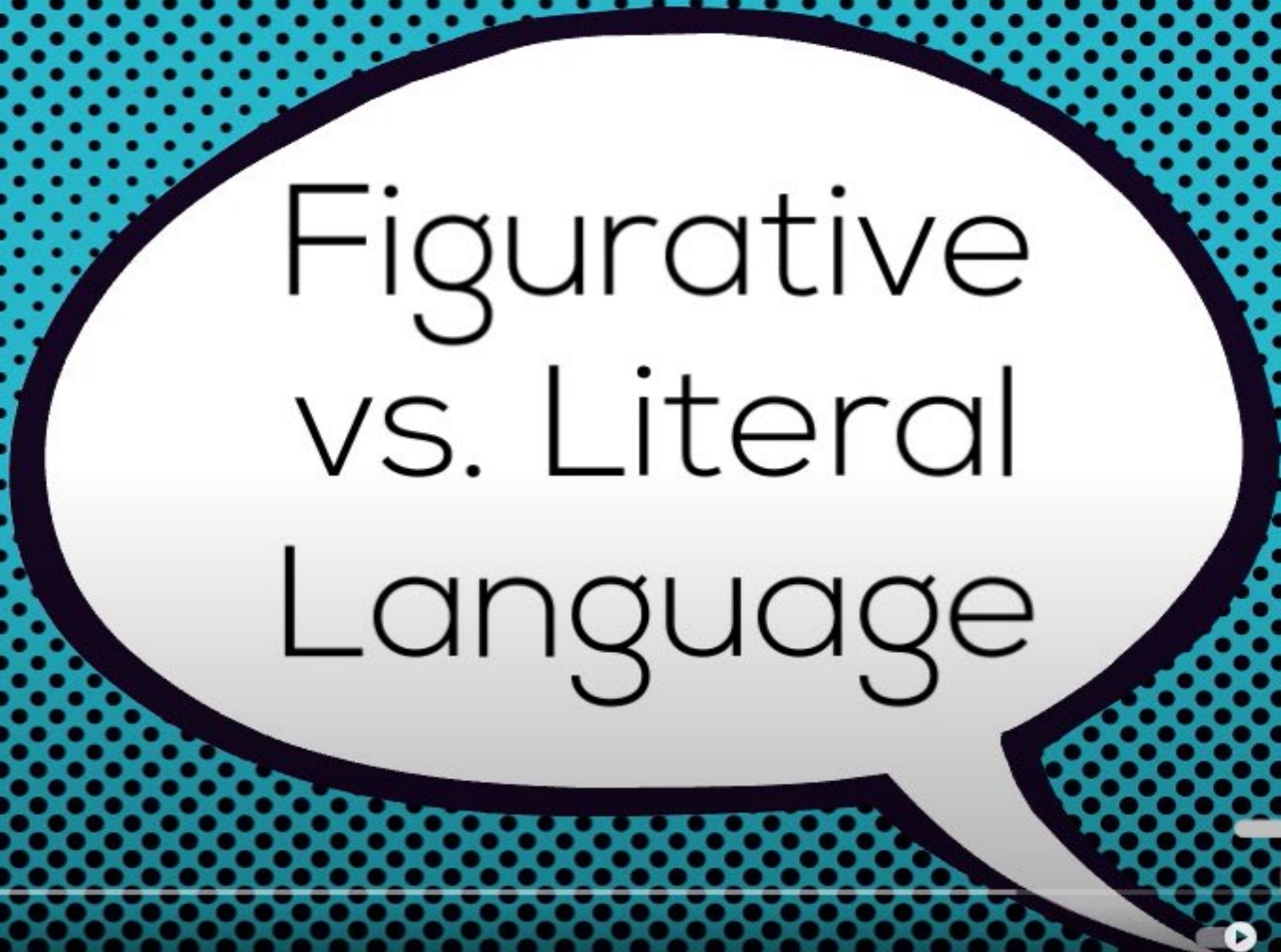

According to dictionary.com, figurative language is...

“...language that is intended to create an image, association or other effect in the mind of a listener (or reader) that **goes beyond the literal meaning or expected use of the words involved.**”

**Literal language** means exactly what it says.

**Figurative language** uses different figures of speech (similes, metaphors, hyperbole, etc.) that differ from the literal interpretation (do not make sense directly). Figurative language is often used to make comparisons and make the message more impactful.





# Figurative vs. Literal Language

CREATED USING  
**POWTOON**



0:05 / 1:54

<https://www.youtube.com/watch?v=wdjQjFyDeD0>

# LITERAL VS. FIGURATIVE LANGUAGE

<b>Literal Descriptions</b>	<b>Figurative Descriptions</b>
The stars shine bright.	The stars are like brilliant diamonds in the sky at night.
I am very hungry.	I'm so hungry I could eat a horse.
Those flowers need water.	Those flowers are begging for water.
I'm going to bed.	Time for me to hit the sack.

# LEARNING INTENTIONS

- **Discuss** types of figurative language.
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- **Ascertain** exciting ways to teach students how to understand and analyze figurative language in texts.
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## Types of Figurative Language

- Introduce yourself
- Read through Figurative Language Chart
- Discuss as a group
- Each group pick one person to fill out the Google Doc chart
- Your breakout room number is the same number as the copy of Types of Figurative Language

Figurative Descriptions	Type
The stars are like brilliant diamonds in the sky at night.	
I'm so hungry I could eat a horse.	
Those flowers are begging for water.	
Time for me to hit the sack.	
She sells seashells by the seashore.	
And a dreamer's just a vessel.	
I hear the drip drop of the rain on my roof.	
The fresh warm cookies are very gooey, sweet, and chocolatey.	

## Figurative Language

### Elementary Figurative Language

<u>Figurative Language</u>	<u>Description</u>	<u>Example</u>
alliteration	The repetition of usually initial consonant sounds in two or more neighboring words or syllables	Peter Piper picked peppers.
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# TYPES OF FIGURATIVE LANGUAGE

<b>Figurative Descriptions</b>	
The stars are like brilliant diamonds in the sky at night.	
I'm so hungry I could eat a horse.	
Those flowers are begging for water.	
Time for me to hit the sack.	

# TYPES OF FIGURATIVE LANGUAGE

<b>Figurative Descriptions</b>	
She sells seashells by the seashore.	
And a dreamer's just a vessel.	
I hear the drip drop of the rain on my roof.	
The fresh warm cookies are very gooey, sweet, and chocolatey.	

# FIGURATIVE LANGUAGE GAME

Alliteration  
Hyperbole  
Idiom  
Imagery  
Metaphor  
Onomatopoeia  
Personification  
Simile

A YouTube video player interface with a dark red background. The text "Fun Figurative Language!!" is centered in white. At the bottom, there is a video control bar with a play button, a next button, a volume icon, a progress bar showing 0:01 / 4:18, and icons for closed captions, settings, and full screen.

**Fun Figurative Language!!**

<https://www.youtube.com/watch?v=WV5QLd8Dbe4>

# BENEFITS OF FIGURATIVE LANGUAGE FOR READERS

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Increases/enhances:

- reading comprehension
- understanding of tone, mood, emotions that author is trying to convey
- text complexity
- reading interest and enjoyment
- Text interpretation and analysis at deeper levels
- ability to make inferences
- ability to form mental images and make connections that deepen understanding



# LEARNING INTENTIONS

- Discuss types of figurative language.
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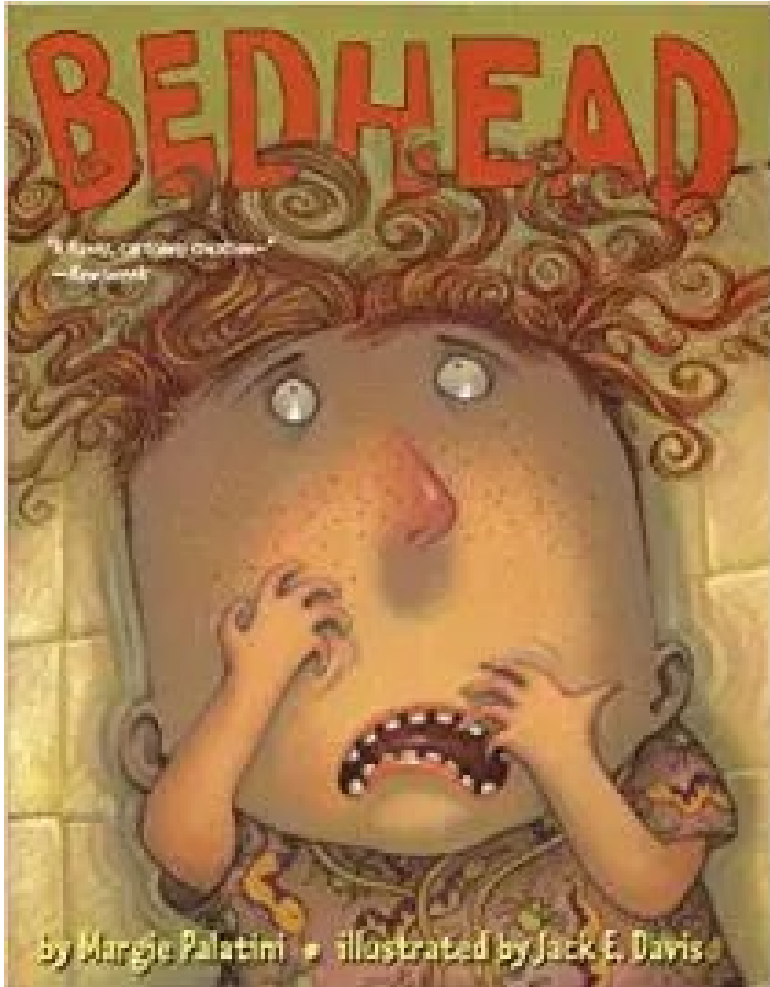
# WHY AUTHORS USE FIGURATIVE LANGUAGE TO CONTRIBUTE TO MEANING

- provides a clearer picture of meaning for the reader – readers can imagine what the author means
- brings readers deeper into the theme
- adds humor
- makes comparisons
- enhances emotional significance
- transforms ordinary descriptions into evocative events (tone, mood, feelings)
- makes writing more interesting to read





# ***BEDHEAD* BY MARGIE PALATINI**



## **Alliteration**

- Where and how does the author use alliteration?
- Why do you think the author used alliteration and how does it contribute to the meaning of the text?
- Did you notice any other figurative language in the text?

# “BUTTER”

BY ELIZABETH ALEXANDER



## Butter

BY ELIZABETH ALEXANDER

My mother loves butter more than I do,  
more than anyone. She pulls chunks off  
the stick and eats it plain, explaining  
cream spun around into butter! Growing up  
we ate turkey cutlets sauteed in lemon  
and butter, butter and cheese on green noodles,  
butter melting in small pools in the hearts  
of Yorkshire puddings, butter better  
than gravy staining white rice yellow,  
butter glazing corn in slipping squares,  
butter the lava in white volcanoes  
of hominy grits, butter softening  
in a white bowl to be creamed with white  
sugar, butter disappearing into  
whipped sweet potatoes, with pineapple,  
butter melted and curdy to pour  
over pancakes, butter licked off the plate  
with warm Alaga syrup. When I picture  
the good old days I am grinning greasy  
with my brother, having watched the tiger  
chase his tail and turn to butter. We are  
Mumbo and Jumbo's children despite  
historical revision, despite  
our parent's efforts, glowing from the inside  
out, one hundred megawatts of butter.

# FIGURATIVE LANGUAGE

- What are examples of alliteration in the poem?
- What other figurative language is used in the poem?
- How does it contribute to the meaning of the poem?
- Why did the author use it?

## Butter

Example In The Text	Type of Figurative Language	How It Contributes To The Meaning	Why The Author Chose To Use It



TIME FOR

LUNCH

# “WYNKEN, BLYKEN, AND NOD” BY EUGENE FIELD

## *Wynken, Blynken, and Nod*

Wynken, Blynken, and Nod one night  
Sailed off in a wooden shoe,—  
Sailed on a river of crystal light  
Into a sea of dew.  
"Where are you going, and what do you wish?"  
The old moon asked the three.  
"We have come to fish for the herring-fish  
That live in this beautiful sea;  
Nets of silver and gold have we,"  
Said Wynken,  
Blynken,  
And Nod.

The old moon laughed and sang a song,  
As they rocked in the wooden shoe;  
And the wind that sped them all night long  
Ruffled the waves of dew;  
The little stars were the herring-fish  
That lived in the beautiful sea.  
"Now cast your nets wherever you wish,—  
Never afraid are we!"  
So cried the stars to the fishermen three,  
Wynken,  
Blynken,  
And Nod.

All night long their nets they threw  
To the stars in the twinkling foam,—  
Then down from the skies came the wooden shoe,  
Bringing the fishermen home:  
'Twas all so pretty a sail, it seemed  
As if it could not be;  
And some folk thought 'twas a dream they'd dreamed  
Of sailing that beautiful sea;  
But I shall name you the fishermen three:  
Wynken,  
Blynken,  
And Nod.

Wynken and Blynken are two little eyes,  
And Nod is a little head,  
And the wooden shoe that sailed the skies  
Is a wee one's trundle-bed;  
So shut your eyes while Mother sings  
Of wonderful sights that be,  
And you shall see the beautiful things  
As you rock in the misty sea  
Where the old shoe rocked the fishermen three:—  
Wynken,  
Blynken,  
And Nod.



Source: poets.org  
<https://poets.org/print/poem/7b7dd578-2e54-4e06-94df-1b2fe4088fc4>

## Wynken, Blynken, and Nod by Eugene Field

- Read the poem in your small group and watch the YouTube video
- Highlight metaphors in the poem and list below
- Talk about the vocabulary that might have to be explicitly supported in the poem in order for students to understand the metaphors ... dew, herring fish
- Complete the chart below

Example	Comparison	Meaning

# LEARNING INTENTIONS

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# TEACHING FIGURATIVE LANGUAGE

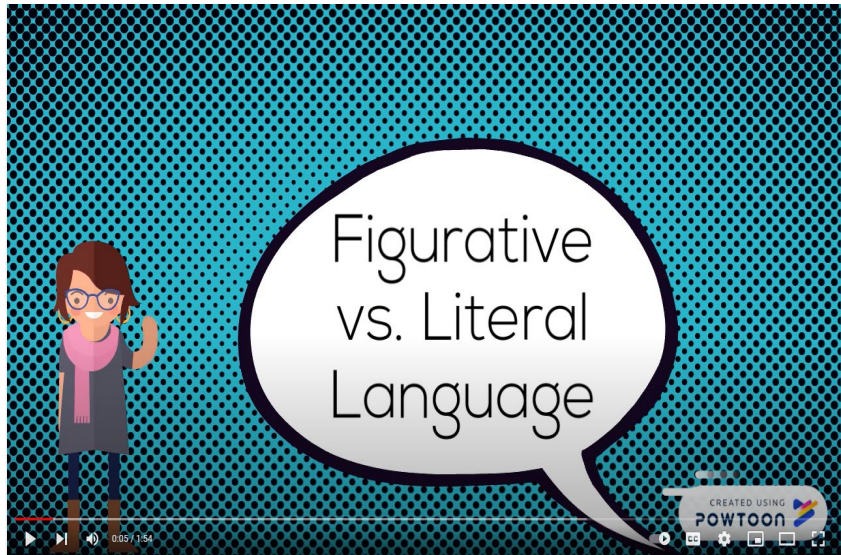
- Teach students the difference between literal and figurative language and types of figurative language – some of this can be done out of context.
- Provide lots of in-text instruction so the students begin to think deeper as they come across figurative language in texts.
- Use poetry to help teach figurative language – there are lots of great examples in poetry.
- Use read alouds to expose students to many different types of figurative language - address it as you come upon it, especially difficult concepts.
- Give students lots of opportunities for interaction with figurative language in their independent reading.

Adapted from: *Upper Elementary Snapshots*

<https://www.upperelementarysnapshots.com/2018/03/teaching-figurative-language.html>

# LITERAL VS. FIGURATIVE LANGUAGE

- You can use video



- Create posters with figurative language on one side and the literal meaning on the other

Figurative	What it Means
It's raining cats and dogs.	It's raining really hard.

Draw pictures to illustrate.

# FIGURATIVE LANGUAGE SORTING CARDS

simile

Your hair is like  
spun silk.

It's raining cats  
and dogs.

metaphor

You are as busy  
as a bee today.

My shoes are  
killing my feet.

hyperbole

This room is an  
oven.

I've got a frog in  
my throat.

idiom

I've told you a  
million times.

This classroom is  
a zoo.

## Making Connections

- In your small group discuss each phrase and list real-life experiences
- Students could draw examples

Figurative Language	Real-Life Experience
"Hungry as a horse"	
"Butterflies in my stomach"	
"Heart of gold"	
Boom!	
"Weighs a ton"	

# TEACH FIGURATIVE LANGUAGE USING MOVIES AND SONGS

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Simile or  
metaphor?



0:02 / 2:12



# Similes & Metaphors

How many can you spot?



# FIGURATIVE LANGUAGE IN OUR TEXTS

Figurative Language	Text Where We Found It	Type of Figurative Language	How it Contributes to Meaning/Effect
It was BIG. It was BAD. It was...BEDHEAD!	<i>Bedhead</i> by Margie Palatini	alliteration	It helps me understand that bedhead is NOT something that is desirable!
	<ul style="list-style-type: none"><li>• Students could have an independent chart</li><li>• Whole class chart</li></ul>		

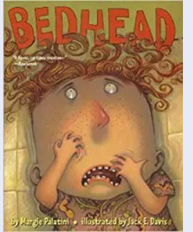
# ALLITERATION



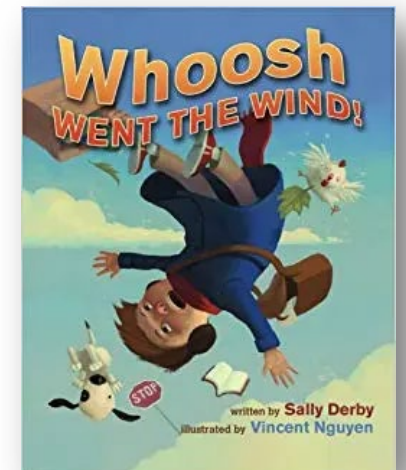
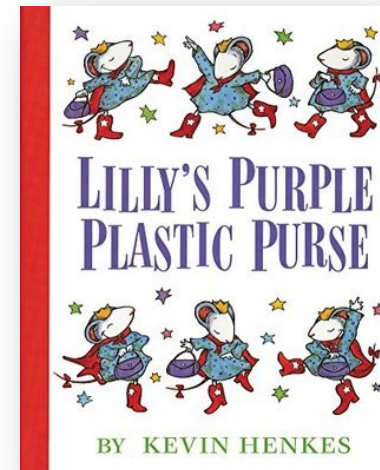
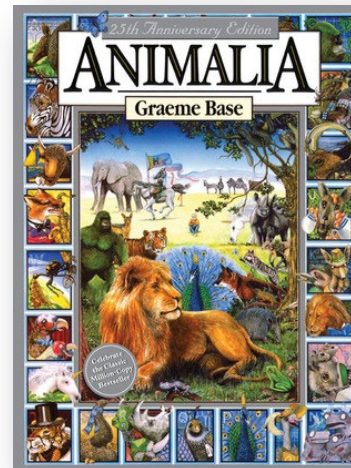
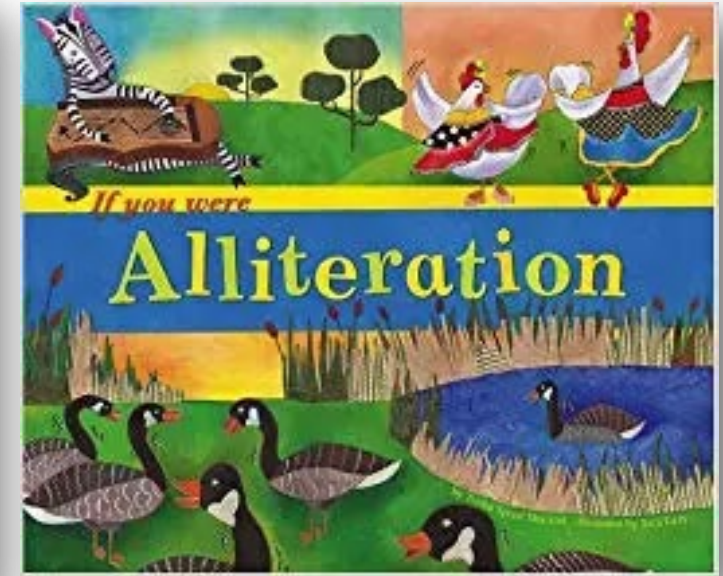
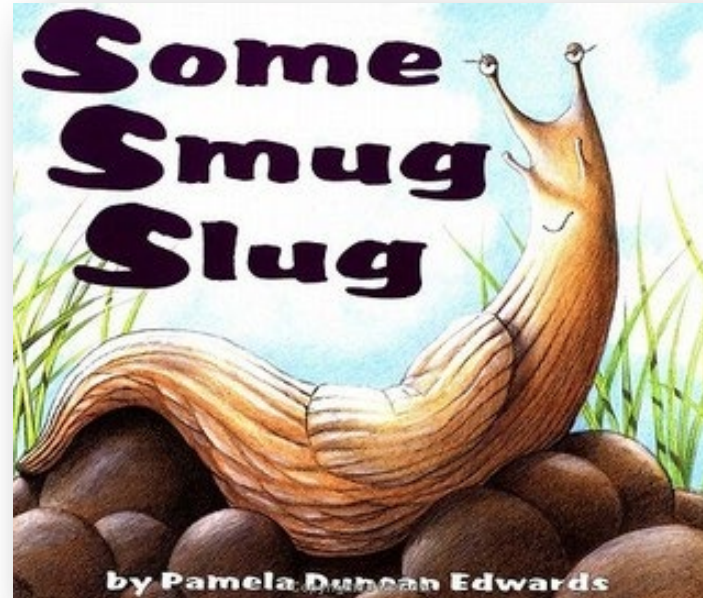
Alliterations in texts express and draw attention to something important – “It was BIG. It was BAD. It was...BEDHEAD – the main focus of the text and something the character DOES NOT want to have.

In poetry it helps to create a rhythm – this helps the poem flow off the tongue easier – “slipping squares” ... “grinning greasy” – in the poem butter, the alliterative descriptions also serve as a type of imagery

# OUR CLASS ALLITERATION ALPHABET

Alliteration Example	Text Where We Found It
A -	
B – It was BIG. It was BAD. It was...BEDHEAD!	<i>Bedhead</i> by Margie Palatini 
C	
D	

# EXAMPLES OF A FEW TEXTS FOR TEACHING ALLITERATION

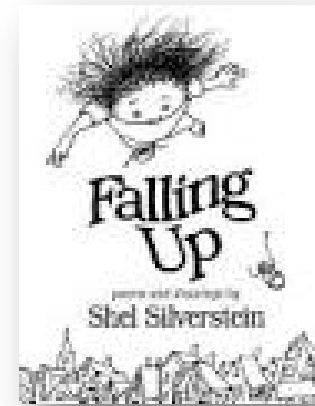


# EXAMPLES OF POEMS WITH ALLITERATION



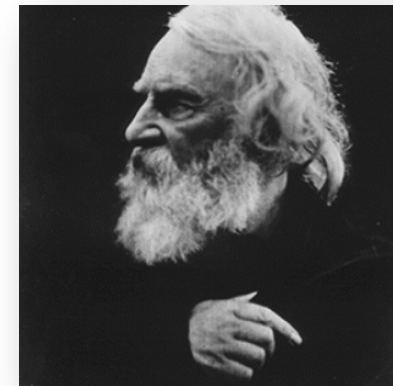
- Poems by Shel Silverstein

*Mari-Lou's Ride*



- Poem by Henry Wadsworth  
Longfellow

*Paul Revere's Ride*





# SIMILES AND METAPHORS



Both make comparisons.

For similes, teach students to look for the signals of *like* or *as*.

While metaphors don't include *like* or *as*, sometimes they may include linking verbs such as *is*, *are*, *were*, *was*, *am*.

Make sure students have clear understandings of figurative language.

Practice identifying it in texts.

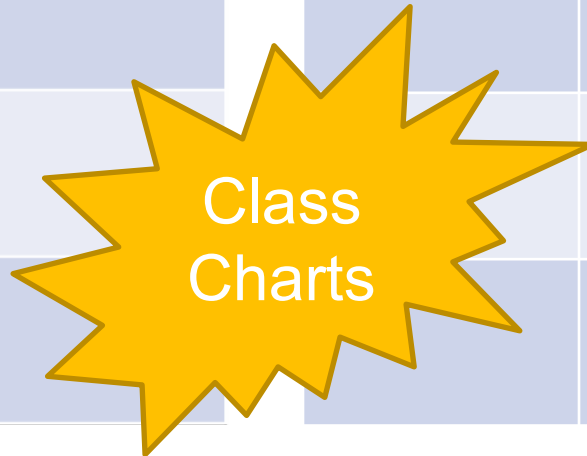
Make sure students understand what is being compared.

Provide vocabulary instruction of specific words and their attributes – so that they can understand the metaphors.

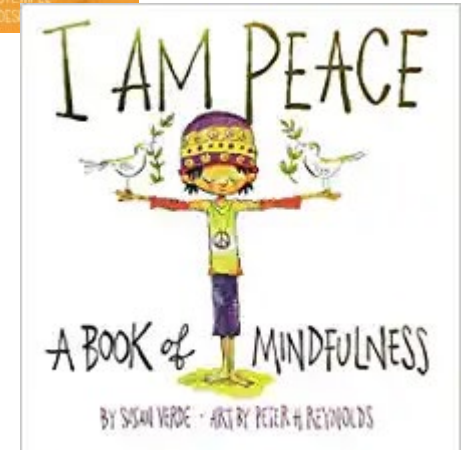
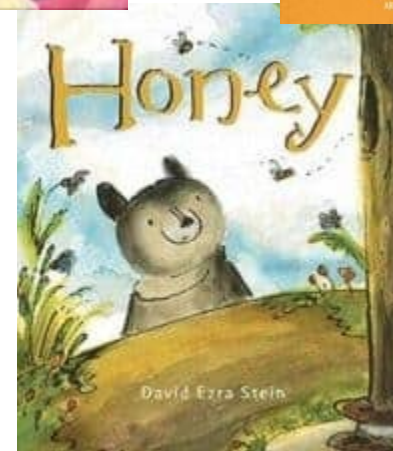
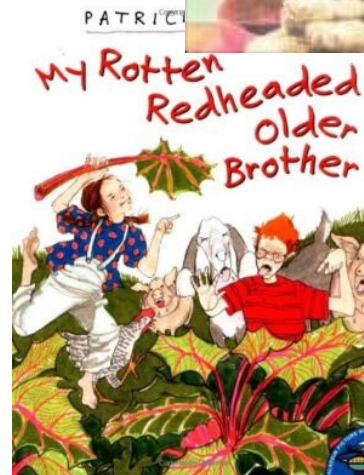
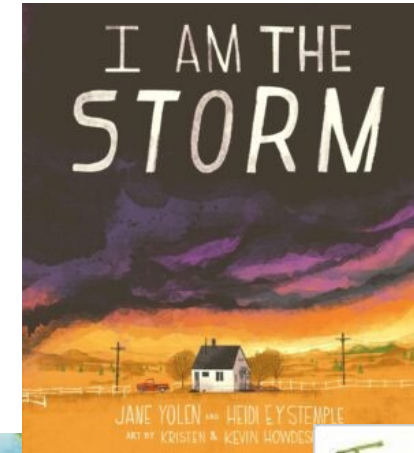
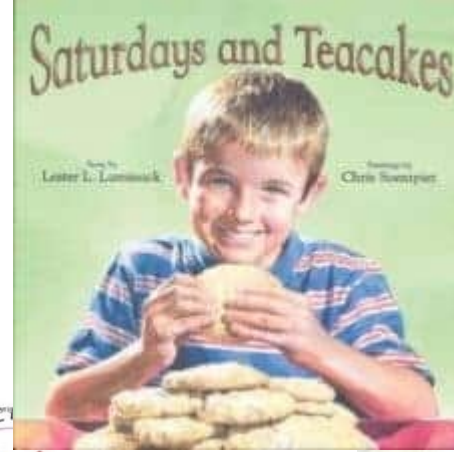
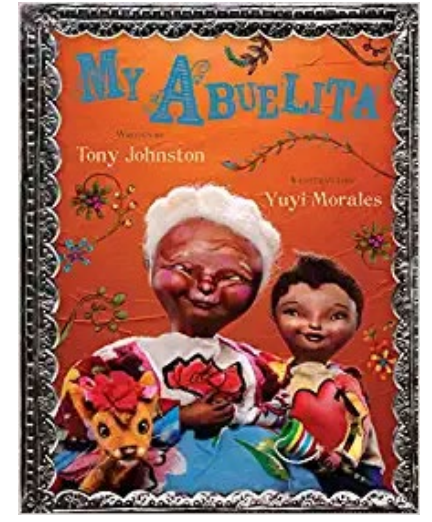
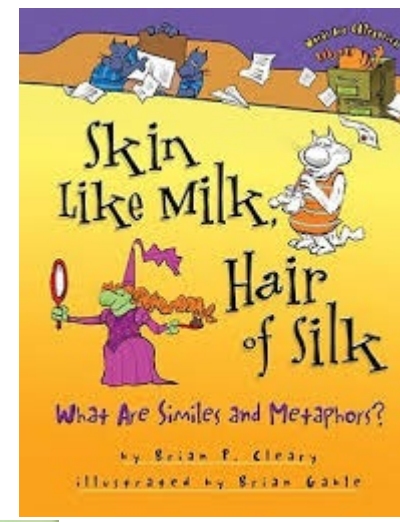
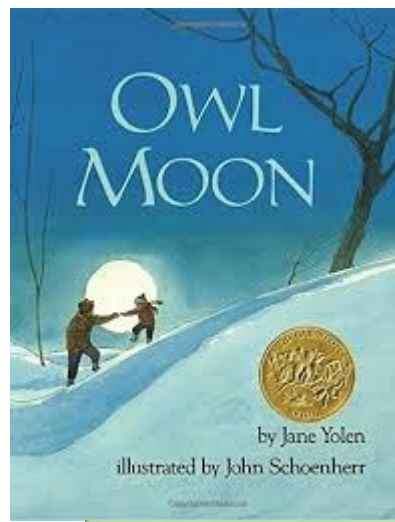
# SIMILES AND METAPHORS

SIMILES			
Example	Text	Comparison	Meaning

METAPHORS			
Example	Text	Comparison	Meaning



# EXAMPLES OF A FEW TEXTS FOR TEACHING SIMILES AND METAPHORS



# IDIOMS



When teaching idioms, try introducing a few at a time.

Use visuals.

Use idioms regularly in the classroom.

Study idioms by theme/category.

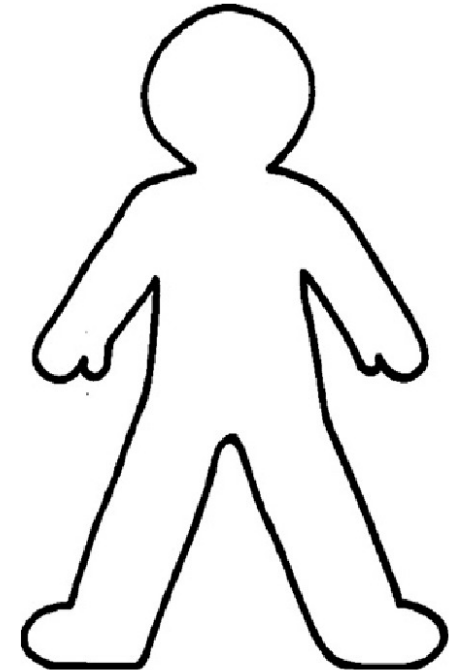
Read lots of books with idioms.

# CATEGORY IDIOMS

Have students work together in small groups. Assign each group to make list of idioms related to a particular category: food, the body, animals, home, colors, sports, etc. As they name them, they also must discuss the figurative meaning.

For example – Body

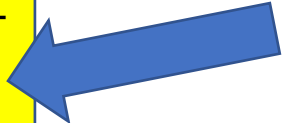
- “head start”
- “weight off your shoulders”
- “sight for sore eyes”
- “pain in the neck”
- “break a leg”
- “gut feeling”
- “hands are tied”
- “joined at the hip”
- “land on your feet”
- “weak in the knees”



**IN TEXT:**

Students/class add idioms from text read aloud or independently

broke your heart –  
made sad  
More Parts by  
Tedd Arnold



Sight for sore eyes – happy to see someone

Weight off your shoulders – relief from a stressful situation

joined at the hip – can't separate

weak in the knees – overcome by a strong feeling

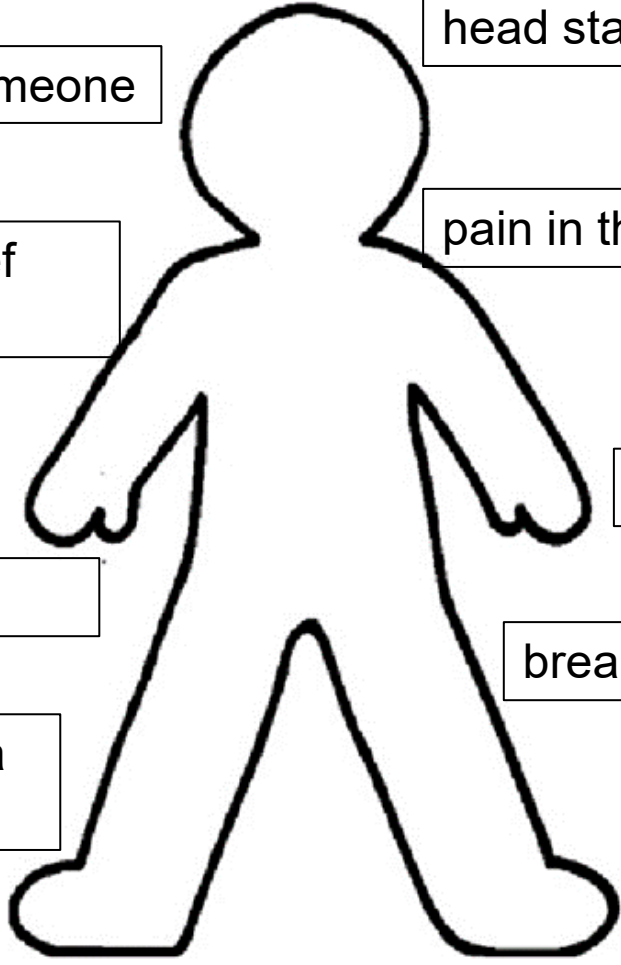
head start – an advantage at the beginning

pain in the neck - annoying

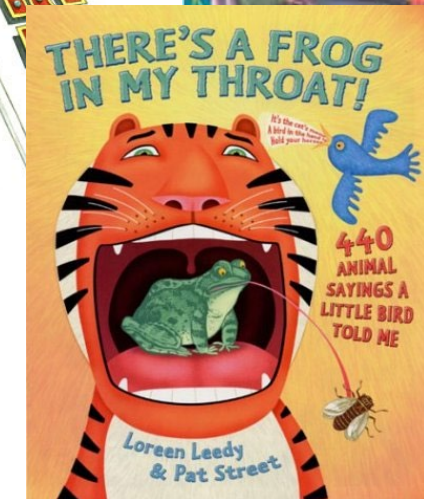
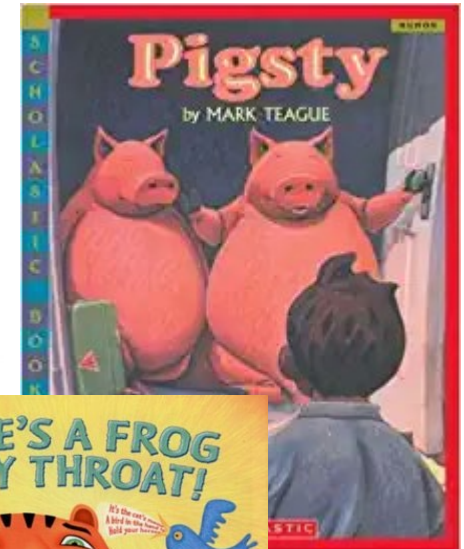
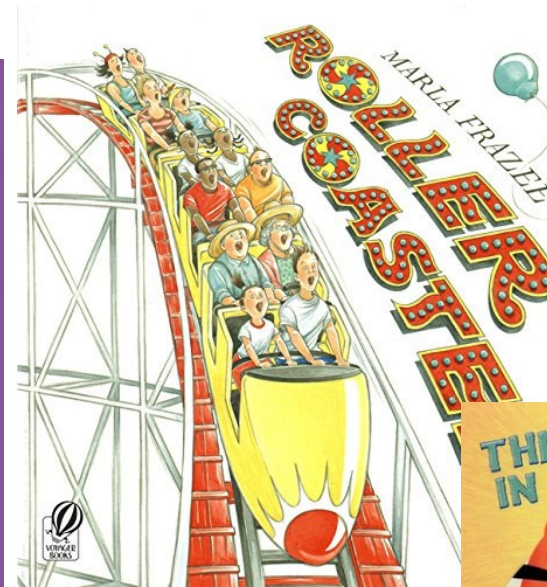
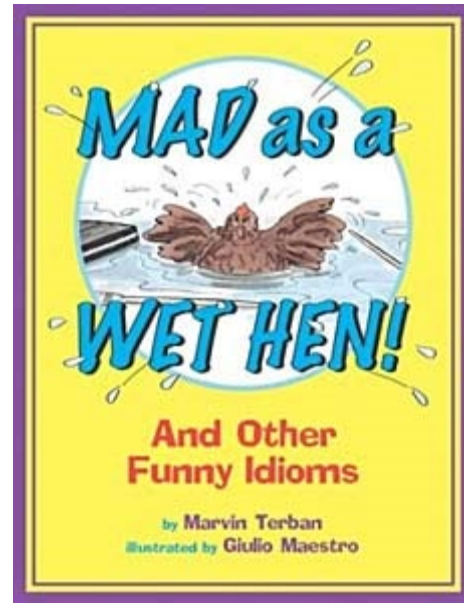
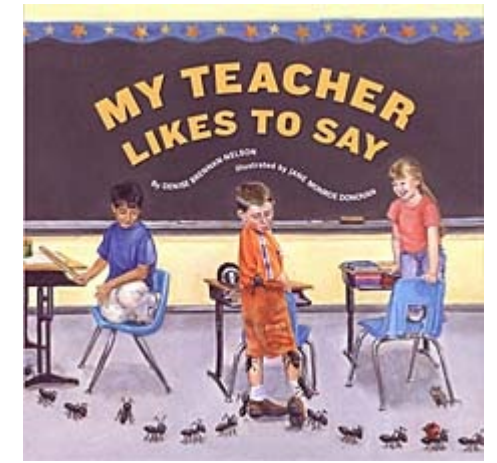
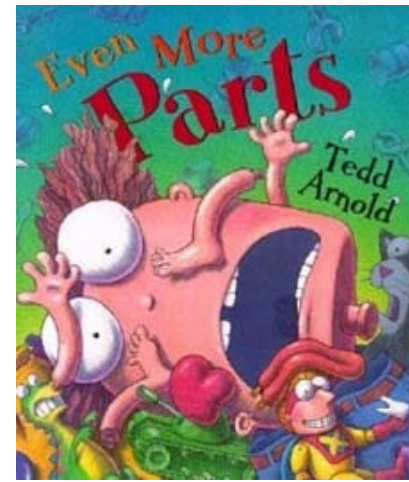
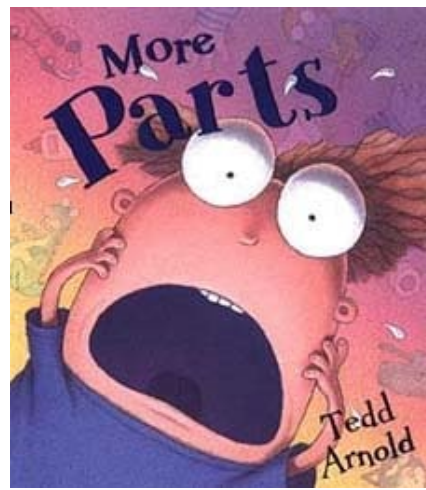
hands are tied – can't do what you want

break a leg – good luck

land on your feet – have good luck



# EXAMPLES OF A FEW TEXTS FOR TEACHING IDIOMS



# HYPERBOLE



Hyperbole is an unrealistic exaggeration used for emphasis or humor.

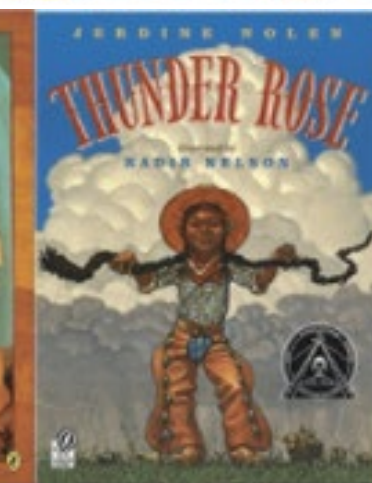
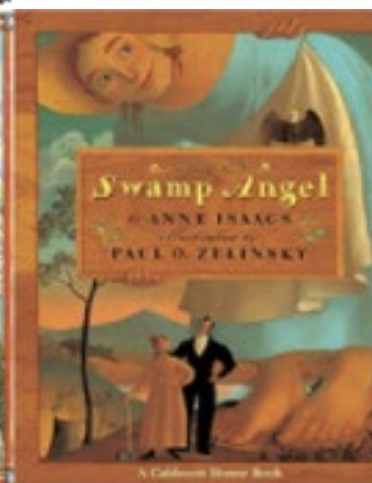
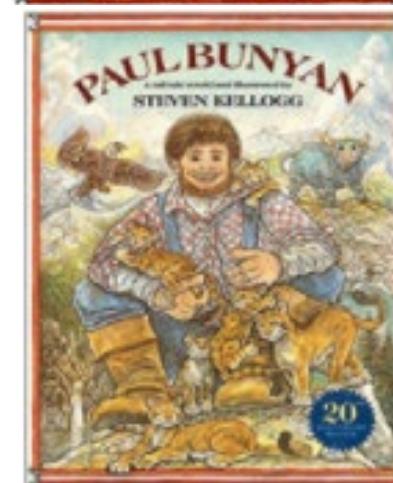
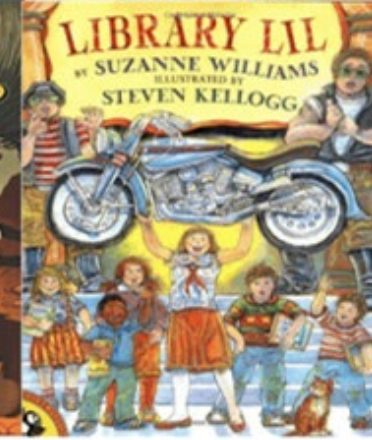
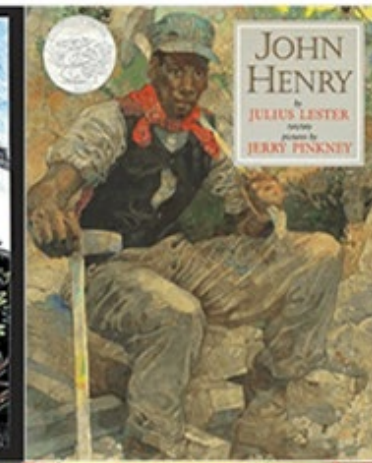
Tall tales and folk tales include many examples of hyperboles.

# HYPERBOLE ACTIVITY

- Read a tall tale or folk tale aloud to students
- Chart the hyperboles about the main character by attributes (usually size and actions) on a graphic organizer
- Reflect on how the hyperboles emphasize a point or create an effect.

SIZE	ACTIVITY
<p>Paul Bunyan was so big that when he snored, all the trees in the forest shook.</p> <p>Paul Bunyan was so tall that the deepest lake in the country only came up to the ankles of his enormous boots.</p>	<ul style="list-style-type: none"><li>• Paul made forty trees fall to the ground in a single whirl of the rope!</li><li>• On one average working day, Paul would have five bushel of fried potatoes for dinner</li></ul>
<p>How do the hyperboles emphasize a point or create an effect?</p>	

# EXAMPLES OF A FEW TEXTS FOR TEACHING HYPERBOLES



# PERSONIFICATION



Personification assigns human qualities and attributes to objects or other non-human things.

Make sure students have clear understandings of figurative language. Practice identifying it in texts.

Make sure students understand what is being compared.

Provide vocabulary instruction of specific words and their attributes – so that they can understand the metaphors.

# What is Personification?



0:00 / 1:03



# EXAMPLES OF A FEW TEXTS FOR TEACHING PERSONIFICATION



# ONOMATOPOEIA



Comic books and graphic novels are an excellent source for onomatopoeia. They add a sense of sound effects.  
**WHAM! POW!  
BIFF!**

# CATEGORIES

Some common categories of onomatopoeia include:

- **Machine noises** – honk, beep whirr, clang, vroom, boing
- **Animal sounds** – cluck, peep, cuckoo, ruff, hiss
- **Impact sounds** – crash, boom, thud, bang, whack
- **Sounds the voice makes** – shush, murmur, hiss, grown, giggle
- **Sounds of nature** – drip, buzz, drip, whoosh, rustle

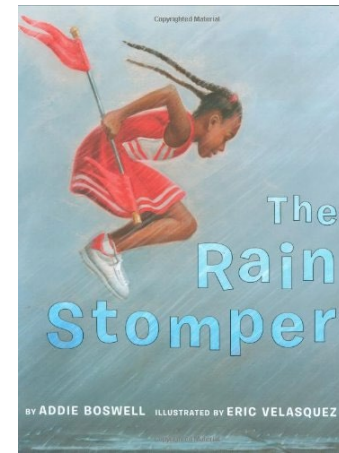
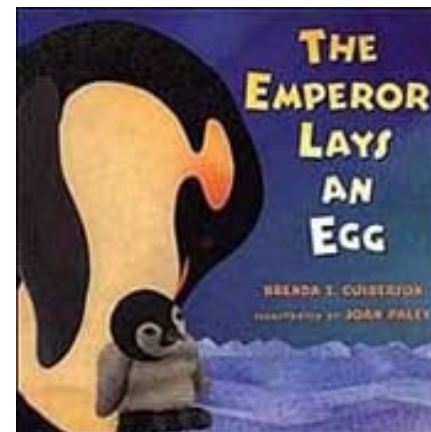
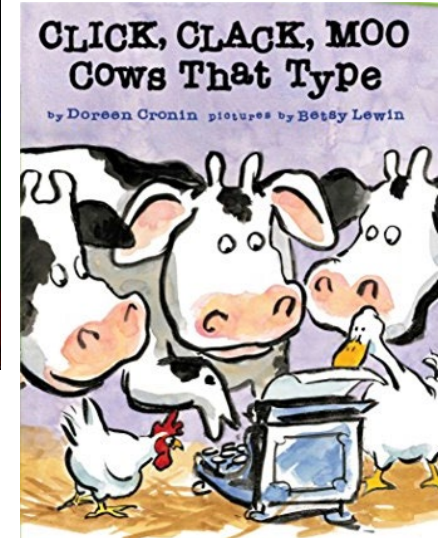
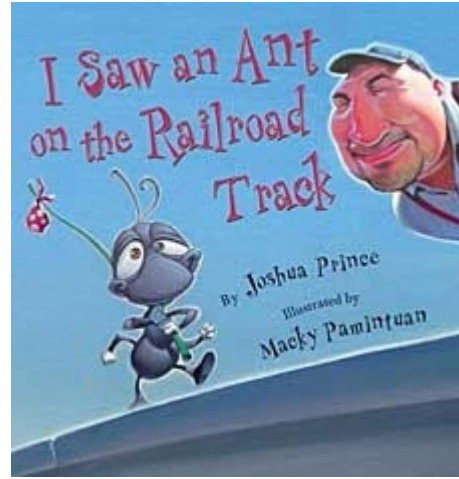


<https://www.youtube.com/watch?v=FBQCgjo1QTU>

# OUR CLASS ONOMATOPOEIA ALPHABET

Onomatopoeia Example	Text Where We Found It
A	
B	
C	
D	

# EXAMPLES OF A FEW TEXTS FOR TEACHING ONOMATOPOEIA



# LEARNING INTENTIONS

- **Discuss** types of figurative language.
- **Engage** in exploration of how authors use figurative language to contribute to meaning in texts.
- **Ascertain** exciting ways to teach students how to understand and analyze figurative language in texts.
- **Explore** ways to help students use more figurative language in their writing.
- **Discuss** how to support ESE students.
- **Determine** how to get parents involved.



# FIGURATIVE LANGUAGE IN WRITING

“Using figurative language is an effective way of communicating an idea that is not easily understood because of its abstract nature or complexity. Although figurative language does not offer a literal explanation, it can be used to compare one idea to a second idea to make the first idea easier to visualize. Figurative language also is used to link two ideas with the goal of influencing an audience to see a connection even if one does not actually exist. Writers of prose and poetry use figurative language to elicit emotion, help readers form mental images and draw readers into the work.”

Laura Leddy Turner

Source: <https://education.seattlepi.com/whats-purpose-figurative-language-5137.html>

# HOW TO GET STUDENTS TO USE MORE FIGURATIVE LANGUAGE IN THEIR WRITING

- Study figurative language through reading. Talk about how it adds to meaning and enjoyment of texts
- Analyze figurative language in reading and talk about the way authors use it
- Make sure students understand figurative language and the different types
- Teacher modeling figurative language in writing







# PERSONIFICATION

The waves moved near the boats. They were very high. The waves hit the boats and tossed them around.

How could this be rewritten to incorporate personification?

# READING AND WRITING CONNECTION - HYPERBOLES

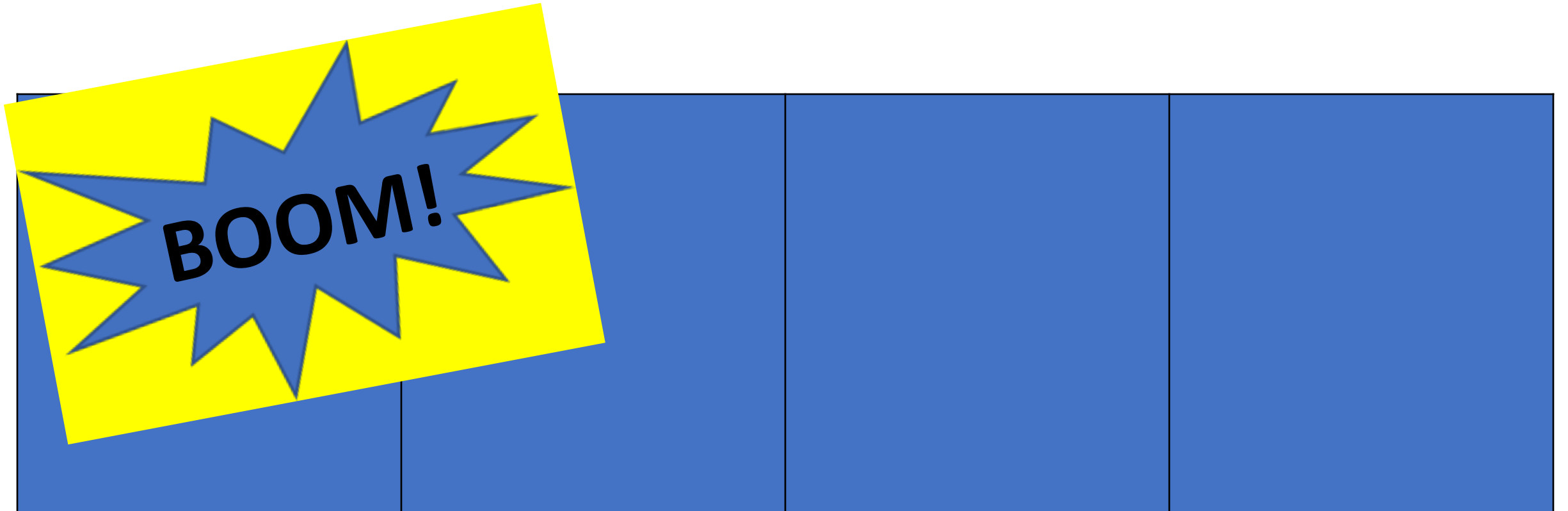
Create a chart with hyperboles on one side and as the class or individual students come across hyperboles in their readings, they can chart them and record the literal meaning. This not only helps with reading but can also be used as a resource for writing. When students can effectively use hyperboles in their writing, it shows that they are also able to identify and analyze how figurative language contributes to meaning in text.

Review the chart on occasion with the students and talk about the impact of the hyperbole on meaning, tone, mood, feelings, etc.

<b>Hyperbole (Figurative)</b>	<b>Literal</b>
This purse weighs a ton!	It's heavy
I'm so hungry I could eat a horse!	I'm hungry. I could eat a lot.

# ONOMATOPOEIA COMIC STRIPS

Have students write their own comic strips that include onomatopoeia.



# FIGURATIVE LANGUAGE WRITING ACTIVITY



1. Think of something you did for the first time. Write it down.
2. Write a simile that describes how you felt before the event.
3. Write a metaphor that describes how you felt while you were learning.
4. Use onomatopoeia to describe an action that occurred during the learning event.
5. Write a hyperbole to describe how you felt after you learned it.

# FIGURATIVE LANGUAGE WRITING ACTIVITY



6. Include an idiom in your description.
7. Add some alliteration.
8. Read your description. Revise/add any verbs or adjectives that would help a reader make a mental picture of your story (imagery).
9. Share it with a partner. Have you partner read it and reflect on the effect the figurative language had on the meaning of the story.

Adapted from: The Educational Blog (Evan-Moor) <https://teacherblog.evan-moor.com/2018/10/15/how-to-teach-figurative-language-similes-and-metaphors-for-grades-3-6/>

# LEARNING INTENTIONS

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- **Discuss** how to support ESE students.
- **Determine** how to get parents involved.



# ESE CONNECTION

Ascertain where students are in their understandings of figurative language and provide the appropriate support.

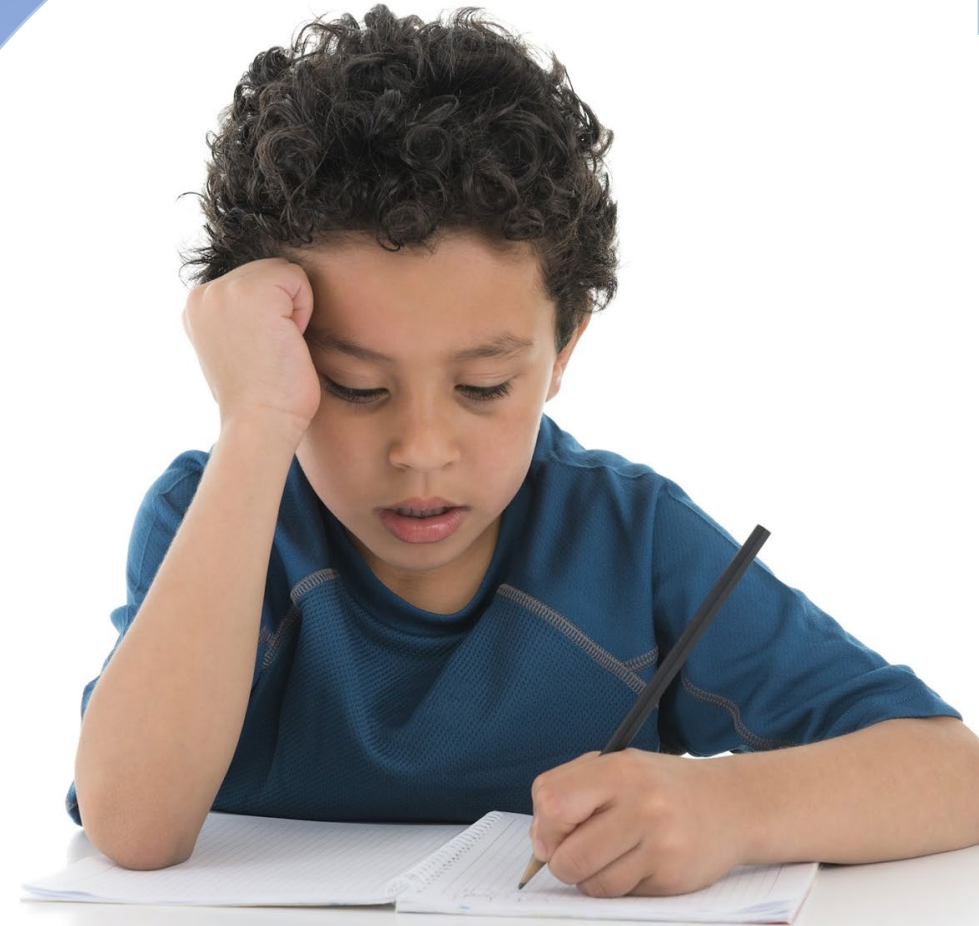
- Do they understand descriptive language? Can they identify descriptive words (adjectives)?
- Do they know the difference between literal and figurative language?
- Do they know each of the types of figurative language and can they give/find examples?



# ESE CONNECTION

Ascertain where students are in their understandings of figurative language and provide the appropriate support.

- Can they explain how figurative language contributes to meaning?
- Can they analyze how figurative language contributes to meaning?
- Do they use figurative language in conversation and writing?



# ESE/ELL SUPPORT

- Use illustrations and pictures of some figurative language, like idioms.
- Use hands-on activities, like sorting cards and matching games.
- Conduct many read alouds using picture books with examples.
- Use tongue twisters for alliteration.
- Explicitly teach idioms and other vocabulary that is part of figurative language.



# ESE/ELL SUPPORT

- Make sure students understand what is being compared in similes and metaphors.
- Have students practice using more descriptive language in their conversations – prompt them as needed.
- Make a figurative language flipbook with examples, to use as an individual reference.



# THINK ABOUT THIS

## FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

R.3.1 Figurative Language (STANDARD)

(BENCHMARKS)

ELA.5.R.3.1 **Analyze** how figurative language contributes to meaning in text(s).

ELA.4.R.3.1 Explain **how figurative language** contributes to meaning in text(s).

ELA.3.R.3.1 Identify and **explain metaphors, personification, and hyperbole** in text(s).

ELA.2.R.3.1 Identify and explain **similes, idioms, and alliteration** in text(s).

ELA.1.R.3.1 Identify and explain descriptive words **and phrases** in text(s).

ELA.K.R.3.1 **Identify and explain descriptive words** in texts(s).

How could this vertical progress of the standard be used as a framework for enabling scaffolds for students who might need remediation?

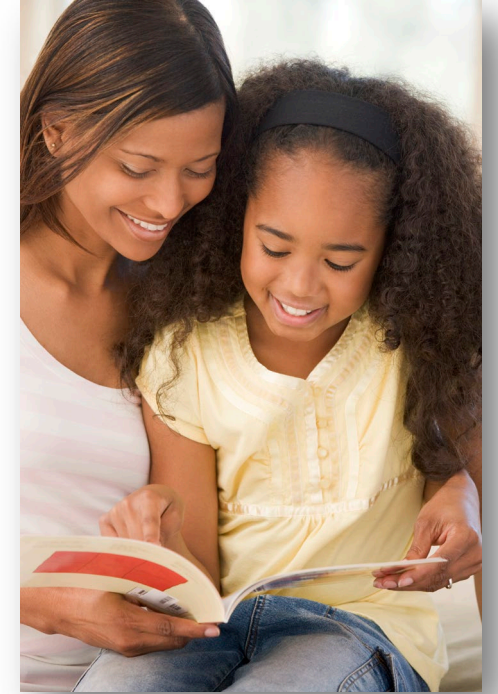


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# THE IMPORTANCE OF HOME & SCHOOL CONNECTION



- Earn higher grades
- Attend school regularly
- Take rigorous courses
- Exhibit better behavior at home and at school
- Graduate and go on to both college and careers

# HELPING FAMILIES UNDERSTAND FIGURATIVE LANGUAGE

Send home the Elementary Figurative Language chart from the Florida's B.E.S.T. Standards: English Language Arts (adjust the chart for what will be addressed in their child's grade level)

## Figurative Language

### Elementary Figurative Language

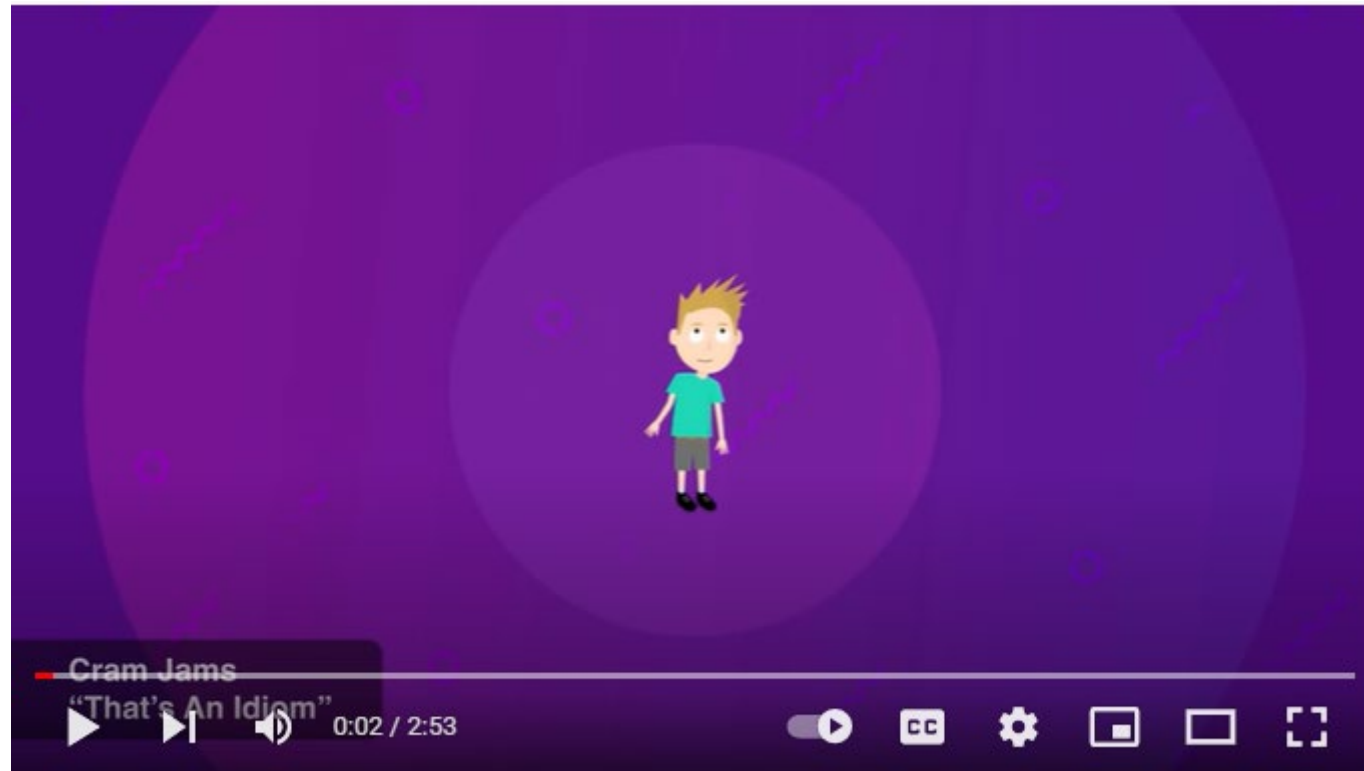
<u>Figurative Language</u>	<u>Description</u>	<u>Example</u>
alliteration	The repetition of usually initial consonant sounds in two or more neighboring words or syllables	Peter Piper picked peppers.
hyperbole	Exaggerated statements or claims not meant to be taken literally	This backpack weighs a ton.
idiom	An expression that cannot be understood from the meanings of its separate words but must be learned as a whole	Break a leg!
imagery	Writing about objects, actions, and ideas in such a way that it appeals to our five physical senses	The fresh and juicy orange is very cold and sweet.
metaphor	A word or phrase for one thing that is used to refer to another thing in order to show or suggest that they are similar	They have a heart of gold.
onomatopoeia	The forming of a word (as "buzz" or "hiss") in imitation of a natural sound	Bam, whirl, thump, boom
personification	Representing a thing or idea as a person in art, literature	The cupcake is calling my name.
simile	A comparison of two unlike things, often introduced by like or as	The explanation was clear as mud.



# HELPING FAMILIES UNDERSTAND FIGURATIVE LANGUAGE

- Have families watch figurative language videos together on YouTube and discuss. This not only helps students but can provide good tutorials for parents not as familiar with figurative language.

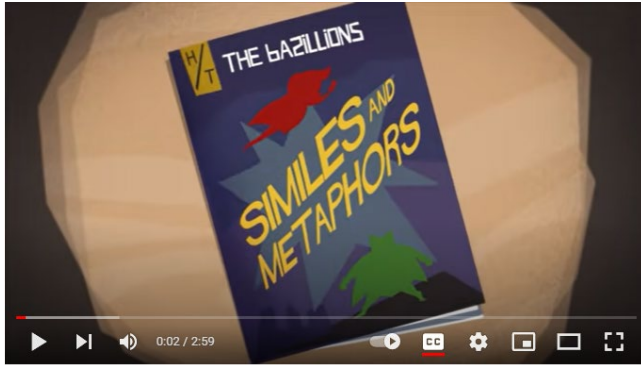
## Idioms



<https://www.youtube.com/watch?v=Ls5Ew9PJcO8>

# MORE FIGURATIVE LANGUAGE VIDEOS

## Similes and Metaphors



<https://www.youtube.com/watch?v=u0SBVNUO2LU>

## Onomatopoeia



<https://www.youtube.com/watch?v=FBQCgjo1QTU>

## Hyperbole



<https://www.youtube.com/watch?v=kuzWLDWm6Zs&t=13s>

## Alliteration



<https://www.youtube.com/watch?v=piAwuADrC3Y>

## Personification



<https://www.youtube.com/watch?v=VqBZMR83wCg>

## Imagery



<https://www.youtube.com/watch?v=A2WvUktcyP0>

# HELPING FAMILIES UNDERSTAND FIGURATIVE LANGUAGE

- Have families watch movies together and discuss the figurative language they notice. In order to not become overwhelming, encourage them to look for one type at a time. Provide lists of family appropriate movies that include various types of figurative language.
- Have families chart figurative language they come across in books and poems read together.
- Encourage families to use types of figurative language in their conversations together.
- Provide simile/metaphor sorting games, idiom games, etc.



# SUCCESS CRITERIA

- I can incorporate at least one activity I learned today for teaching figurative language into my lesson planning.

# REFLECTING AND GOAL-SETTING



What have you learned about the new ELA standard that addresses figurative language? How will this affect the way you currently teach figurative language?

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How will you immediately use the information you learned during today's session?

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