

## Lesson 3: Understanding Figurative Language



Objective 1: TEKS 9 E Reading/word identification. The student uses the knowledge of word order and context to support word identification and confirm word meaning such as interpreting figurative language.

1. **Objective:** The learner will identify figurative language.

2. **Activity: Modified Cloze Activity**

a. **Rationale:** Since many authors use different types of figurative language to make their stories more vivid and engaging, the 5<sup>th</sup> grade TAKS requires students to identify figures of speech, i.e. idioms. Using the Modified Cloze activity will give students practice with reading authentic text that contains figurative language and idioms.

b. **Preparation:** Refer to **TRANSPARENCY #8**.

c. **Input: Say:** One of the items TAKS will test is figurative language. Not only do we need to understand and practice using figurative language for the TAKS test, but also so that we understand what people mean when they use it in conversations. We don't want to become lost in the conversation because we don't understand what others mean. Today we are going to work with figurative language.



d. **Directed Practice:**

**Teach** the following vocabulary:

- **Idiom:** A saying or motto that gives a vivid picture of the speaker's or writer's message.
- **Figure of speech and figurative language**

**In this book, figure of speech and figurative language** will be used interchangeably. These synonymous terms describe the method that authors and speakers use to vividly express their thoughts and emotions. To accomplish this, writers and speakers use words, which are used out of their ordinary use. These words not only express thoughts, but add beauty, emotional intensity or transfer the writer's/speaker's feelings.

One method used is to compare or identify one thing with another that has a meaning familiar to the reader. Fifth graders will only be required to know those figures of speech that are appropriate for their grade level. Students will not have to define the terms **simile, metaphor, personification, hyperbole and symbol** or identify a figure of speech, but will have to know **what the figure of speech means**.

- Use **TRANSPARENCY #8** to do a think-aloud with the students. (student page 35)

Think-aloud for Modified Cloze Activity

- Read aloud the entire modified selection to students. Say "blank" when you come to a blank space in the text. Reread the selection, stop at the first blank and fill in a saying or phrase that you think might "fit." Explain why you chose that phrase. Continue the process by reading and stopping at the remaining blanks. Guide the class through a reflection activity by explaining that your acceptable responses and the language actually used by the author have similar meanings.

**e. Student Practice:**

- Allow students to complete the selection individually on Student Book pages 36 and 37. Tell students that they will report their sayings or phrases to the class. Monitor students and clarify misunderstandings.
- Afterwards, have students share their answers, record their responses on the board and ask students to decide as a class on the saying or phrase they agree should go in the blanks. Write the sayings on the modified transparency and ask students to defend, clarify, and summarize their choices.

3. **Assessment:** Assign Working Through the TAKS, student pages 38 and 39.



## Directed Practice

### Figurative Language

Let's try predicting what the figurative language means in the following paragraph.

Directions: Read the paragraph. Then decide what the underlined phrases means.

#### Starting Line-up

Means: It was a surprise to her to hear the good news.

Terese couldn't believe her ears. Her soccer coach

announced that she would be on the starting line-up at the next game. She felt like jumping for joy, but thought everyone would

Means: she ran quickly

laugh. Instead, she ran like a bolt of lightening over to her

father. Her father could tell something was up by Terese's

expression. "Are you going to tell me what happened or am I

Means: have to ask questions to get her to tell the news

going to have to pull it out of you?" her father asked. Terese

began telling her father the good news, but had to stop and take a

Means: talking really fast

deep breath because she was talking a mile a minute. Terese's

father could not have been more pleased with his daughter's

accomplishment.



## Student Practice

Directions: Read this selection. Then answer the questions that follow it.

### Hockey Practice

Hockey practice had just begun and Scott already felt like he was skating as slow as a turtle. "Come on guys, let's hustle out there," screamed the coach. The practice seemed unorganized. Some players looked like a deer caught in the headlights. They didn't know what was going on. We broke off into groups to make practice easier. Soon we were as organized as a flock of geese flying in formation. As practice went on, we seemed to get faster. Before we knew it, the team seemed to operate like a well-oiled machine. Our first game of the season was right around the corner.

1 The phrase a deer caught in the headlights doesn't actually mean to catch a deer in the headlights of a car. Write a sentence using this figure of speech in the same way it is used in the paragraph. Then write your own definition.

*Answers will vary*

My sentence:

*When the teacher called on Jose, he looked like a deer caught in the headlights.*

My definition:

*surprised, shocked, confused, when someone doesn't know what to do.*

2 In this paragraph, the phrase "as slow as a turtle" means-

- A to have a hard shell
- B\* moving slowly**
- C moving fast
- D feeling sick

4 In this paragraph, the phrase "a well-oiled machine" means-

- A to be covered in oil
- B to look like a machine
- C\* to work well**
- D to have metal skates

3 In this paragraph, the phrase "a flock of geese flying in formation" means-

- A\* in correct position**
- B like floating in air
- C disorganized
- D to be friendly

5 The phrase right around the corner doesn't actually mean to stand right around the corner. Write a sentence using this figure of speech in the same way it is used in the paragraph. Then write your own definition.

Answers will vary

My sentence:

The TAKS test is right around the corner.

My definition:

Will be happening soon, a short period of time



## Working Through the TAKS

Directions: Read this selection. Then answer the questions that follow it.

### School

Going to school five days a week can wear a person down. When it comes time to relax over the weekend, you feel like a bump on a log. The two days that you get off seems to fly right by. Before you know it, you are back to the books. The workload keeps you as busy as a beaver. When you get finished going through a stack of class work a mile high, the feeling is great. There is no better feeling than getting all of your work done. It feels like you just climbed the world's tallest mountain.

1 In this paragraph, the phrase like a bump on a log means-

- A\* to have no energy
- B full of energy
- C full of bumps
- D to be relaxed

2 In this paragraph, the phrase fly right by means-

- A a long weekend
- B to be busy
- C to enjoy yourself
- D\* to go very quickly

3 In this paragraph, the phrase back to the books means-

- A to look like a book
- B to turn to the back of the book
- C\* to study
- D to stack books

Objective 1- Basic Understanding

4 In this paragraph, the phrase busy as a beaver means-

- A building a dam
- B\* continuously working**
- C working at a slow pace
- D taking several breaks

5 In this paragraph, the phrase a mile high means-

- A\* a large amount**
- B 5,280 feet
- C a very long book
- D to feel well

6 In this paragraph, the phrase climbed the world's tallest mountain means-

- A to be tired
- B to like outdoor activities
- C\* great feeling of accomplishment**
- D didn't do a good job