

MINI LESSON

Figurative Language



Objective: SW understand the meaning and purpose of figurative language, as well as, the types of common figurative language terms.

Materials: A copy of the story, Owl Moon by Jane Yolen, a variety of children's books and other texts that are rich in figurative language, I.S.N.'s and pencils

"I do": TW read Owl Moon aloud to the class. TW ask the students if they are familiar with the term, "figurative language"? TW ask if they know what a simile, metaphor, etc... is. Looking back into the story, Owl Moon, TW point out a few phrases and label them by their term. TW then have the students follow along in their L.A. glossary to review the figurative language terms. TW pose the question, "Why do you think a writer uses figurative language?" After discussion, TW read over some of the f.l. terms from the book and discuss how it adds to the imagery of the story.

"We do": During mini lesson, SW take notes on figurative language. TW provide small groups with a variety of children's books and other texts. In groups, SW go on a figurative language scavenger hunt to search for terms they have just learned. Teacher can offer a simple reward for the group that labels the most terms correctly. Students should present a variety of terms.

"You do": SW play a figurative language match up game using Laura [Candler's poetry term cards](#). Cut out the cards and pass out the definitions and terms to the students. When you say "Go", they can walk around the room to find their match.

Extension: The poetry term cards can be used for a variety of different activities for review throughout the year. Students can also write in their journals using a min. of two to three examples of figurative language.

Conferencing: TW work with small groups to practice figurative language.

