6th Grade Figurative Language Unit
Standards & Benchmarks

ICC L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figures of speech (e.g., personification) in context.
   b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
   c. Distinguish among the connotations (associations) of words with similar denotations (definitions)

Unit Objectives

1. After completing a unit on figurative language, 6th grade students will be able to demonstrate knowledge of figurative language with 80% accuracy.

2. After completing a unit on figurative language, 6th grade students will be able to use figurative language to creatively enhance their writing.
Our Standards-Based Grading Guidelines

1. Students will be assessed on a scale of 1-4. A score of 1 would demonstrate that the student does not meet the standard, and a score of 4 would demonstrate the student has achieved complete mastery of the standard.

2. Participation points will be given for completion of homework; students will not be docked points for inaccuracy in their work.

3. Additional enrichment activities will be available to help students develop mastery; no extra credit will be awarded for completion of these activities.

4. Students are allowed to take up to one (1) reassessment per unit to reach the mastery level.

5. The most recent data will be taken into account when determining final grade; early assessments can be overlooked.
This unit includes....

Four Lessons:

- Lesson Plan A (Similes)
  This lesson introduces students to figurative language and specifically similes. The students create their own advertisement of a chosen product, and use similes to enhance their advertisement.

- Lesson Plan B (Metaphors)
  This lesson compares similes and metaphors in a hands-on activity. Students get the chance to relate figurative language to their own lives as they decipher the use of similes and metaphors in popular pop songs.

- Lesson Plan C (Personification)
  This lesson introduces students through the concept of personification by using what they’ve seen in their world around them. Then, the students participate in a fun letter-writing assignment, writing from the point of view of a non-human thing with human traits!

- Lesson Plan D (Idioms)
  This lesson finishes up the figurative language unit with a fun activity involving idioms. The students create their own poster to portray the two different meanings of an idiom.

Unit Summative Assessment
Supplemental Activity Ideas
Reassessment
Breakdown of Standards
(Specific to this unit)

1: Does not meet the standard
Students at this level are **unable** to demonstrate knowledge of any of the four types of figurative language that are the focus of this unit. Below 50% on exam or writing assignment.

2: Partially meets the standard
Students at this level are able to demonstrate **some** knowledge of the four types of figurative language. 50-70% on exam or writing assignment.

3: Sufficiently meets the standard
Students at this level are able to demonstrate **sufficient** knowledge of the four types of figurative language. 70-90% on exam or writing assignment.

4: Complete mastery of standard
Students at this level are able to demonstrate **complete** knowledge of the four types of figurative language: 90-100% on exam or writing assignment.
Lesson A: Similes
6th Grade Language Arts
45 minutes
21 students

**Standard**: ICC L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Benchmark**: Interpret figures of speech (e.g., personification) in context.

**Objectives**: After a lesson on similes, 6th grade students will be able to demonstrate accurate knowledge of similes through the creation of a produce advertisement using similes.

**Anticipatory Set**: Share this video with students: https://www.youtube.com/watch?v=oPIW0ZYkr5o. Ask students what did all of the movie quotes have in common? What did you see in your mind when you heard them? How did this make the movie more interesting?

**Instructional Input**: Define similes: A comparison of two unlike objects using like or as. Write two new examples on the board to demonstrate similes: e.g. “Easy as pie.”

Have students turn and talk with their elbow partners and think of other examples of similes. Share some with the class.

**Modeling**: Explain to students that advertisers often use similes to help them enhance their product. Give them examples such as Chevrolet’s “Like a Rock” slogan and State Farm’s “Like a good neighbor, State Farm is there.”
**Guided Practice:** Ask students to think of other examples of similes that they have seen in advertisements. Allow them to search the internet, or go through old magazines. Have each student share their example.

**Independent Practice:** Pair students up and explain that they will be creating their own advertisement for any product they want (school-appropriate). They must include at least one simile in their advertisement. They could do a commercial, magazine advertisement, or billboard.

**Closure:** In the last 10 minutes of class, have each partnership share their advertisement.

**Formative Assessment:** As partners are sharing, the audience will need to write down on a whiteboard the simile that was used in the advertisement. The partners sharing will check their peers' work.

**Extensions:** Students who need more of a challenge can create two commercials: one using a simile, and one without. This will help them and their peers to see how similes help to enhance an advertisement.

**Modifications:** If students don't wish to share their product in front of the class, the teacher or another student can record their presentation and then share the video during the closure.
Lesson B: Metaphors

6th Grade Language Arts
45 minutes
21 students

Standard: ICC L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Benchmark: Interpret figures of speech (e.g., personification) in context.

Objectives: After completing a lesson on metaphors, 6th grade students will be able to accurately identify similes and metaphors in music lyrics.

Anticipatory Set: Review with students the definition of a simile. Tell students that they will be working with another form of figurative language that compares two unlike objects, called a metaphor. Share this video with them: https://www.youtube.com/watch?v=JcEV_3009gM

Instructional Input: Continue working on the difference between metaphors and similes. A simile uses like or as, but a metaphor says one thing is another thing. Stress the importance that metaphors use two unlike objects. For example, in the video, the lyrics said “My heart’s a stereo,” but a heart can’t actually be a stereo.

Modeling: Explain to students that they are going to continue searching for examples of similes/metaphors in songs. Lay down two hula hoops on the floor, with one labeled similes, and one labeled metaphors. Play the song “Firework,” by Katy Perry and write an example of both simile (like a plastic bag) and metaphor (you’re a firework) from the song and place in the corresponding hula hoop.

Guided Practice: Have students help you find at least one more example of each as you finish listening to the song.
Independent Practice: Play more songs such as, "Red" by Taylor Swift, "Life is a Highway," by Rascal Flatts, "Hot and Cold," by Katy Perry, "I'm Like a Bird," by Nelly Furtado. Have students continue finding examples of each, writing their answers on strips of paper. This could be done in partnerships. At the end, have the students check each other’s work. Challenge to find the well-hidden ones so not everyone has the same answers.

Closure: Have the students “turn and talk” and share with their partners the definitions of both similes and metaphors. Also, have them give examples of each.

Formative Assessment: Have each partner group share what they discussed during the turn and talk and informally assess their definitions and examples for accuracy.

Extensions: Students who need more of a challenge can write their own song/rap that includes both similes and metaphors.

Modifications: Have lyric sheets for the songs printed off for students who may need them as a reference.
Lesson C - Personification
6th Grade Language Arts
45 minutes
21 students

Standard: ICC L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Benchmark: Interpret figures of speech (e.g., personification) in context.

Objectives: 1. After a lesson on personification, 6th grade students will be able to accurately portray a personified object in a letter-writing assignment.

Anticipatory Set: Review similes and metaphors and discuss how they help to enhance writing. Ask students what else makes writing fun to read. For example, in the book, "Charlotte's Web," what is unique about the spider? Or, what is unique about cartoon shows with animals?

Instructional Input: Define personification: giving human traits to non-human things. Create a concept map including examples the students have seen with personification. This could include examples from t.v. shows, books, movies, etc. A probing question may be: What can Spongebob Squarepants do that real sponges cannot?

Modeling: Transition into an explanation of the assignment. Students will be writing a letter as a personified non-human object to a human of their choice. They must include an explanation of their non-human object's human traits. Provide students with the following model of a dog writing a letter to its owner. Have the students identify which human traits the dog has.
**Guided Practice:** Have students help complete the rest of the letter based on what they learned in the introduction. Encourage them to think of more human-like traits that the dog might possess.

**Independent Practice:** Explain to the students that they first need to pick a non-human thing and give them at least 3 human traits. Then, they’ll choose their living object that they’re writing the letter to. Use the attached worksheet for students to start their brainstorming.

Give students the remainder of the class period to work.

**Closure:** Towards the end of class, tell students if they haven’t completed their assignment, they need to finish by the next class period.

**Formative Assessment:** Gather students’ letters the following day. Allow time for them to share to their classmates. Assess students on their ability to accurately personify a non-human object with at least 3 human-like traits.

**Extensions:** Students who need more of a challenge can write the letter from the point-of-view of a living object to a non-human object. The living object would suspect that the non-human object is personified. For example, a pet store owner wondering about what his animals do at night.

**Modifications:** Students who need more structure could use the attached outline of a letter format. This will help the task to seem less overwhelming for students who struggle with writing.
Dear Owner,

It may some odd that you are receiving a letter from me, your dearest dog, but I wanted to let you know that I do understand when you are speaking to me and I always have fun playing with you. I also have some important and exciting news to share with you.

When you’re not around, I talk to my cat friends, but they’re definitely not as cool as you are. So, I left the farm one day and as I was walking up the road, I discovered that I had superhero powers!

I could walk on just two legs, and I could begin to talk to other humans around me.

I’m looking forward to hearing from you.

Love, Chloe
Personification Letter

First, choose your non-human object: ____________________________________

Then, choose their 3 human traits:

____________________________________

____________________________________

Finally, choose the living object who will be the audience of your letter

____________________________________

Get a piece of lined paper and start writing!
Dear _________________,

(Introduction)

_________________________________________
_________________________________________
_________________________________________

(Body)

_________________________________________
_________________________________________
_________________________________________

(Closing Sentence)

_________________________________________

Sincerely,
____________________
Lesson D: Idioms
6th Grade Language Arts
45 minutes
21 students

Standard: ICC L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Benchmark: Distinguish among the connotations (associations) of words with similar denotations (definitions).

Objective: After a lesson on idioms, 6th grade students will be able to accurately portray the two different meanings of an idiom.

Anticipatory Set: Review with the students the three different types of figurative language that have been previously discussed: similes, metaphors, and personification. Have students give an example of each. Ask students if they've ever read Amelia Bedelia; read a page from the book where she misinterprets her directions. Have the students describe what she was really supposed to do as opposed to what she actually did.

Instructional Input: Define what an idiom is: saying or expression that is used in everyday language, but it has a different meaning than what is actually being said. Have the students describe how the book Amelia Bedelia represents an idiom. Discuss why we use idioms in our writing.

Modeling: Tell the students that they are going to be doing a fun activity to represent an idiom. Model the assignment by using the examples from the Amelia Bedelia worksheet. The students will be drawing a picture of what the idiom means literally, and what it means as an expression. For example, when Amelia Bedelia is told to “dress the chicken,” she puts clothes on the chicken instead of putting stuffing inside. Model how to do the literal picture by drawing a sketch of Amelia Bedelia dressing the chicken in clothes.
**Guided Practice:** Have the students work together to describe what the expression actually means. Then, choose one or two volunteers to finish the other half of the poster.

**Independent Practice:** Tell the students they are now going to be doing the same thing on their own. They can research their own expression to use, or they can choose from the provided list. Make sure the students understand they also need to write an explanation of their pictures. Have the students take turns signing up for an idiom to prevent any repeats.

**Closure:** Tell the students they have the rest of class to complete their idiom assignment. If they don't finish, it should be finished by the next class period. They will be sharing their poster to their peers the next day.

**Formative Assessment:** As the students share, assess them on their verbal explanation of their literal meaning and the expressive meaning. Collect their work and assess it for accuracy and creativity. Use this information to see where students are at, and who may need more supplemental work before the final exam.

**Extensions:** For students needing a challenge, they can complete the poster, and then write a poem using their chosen idiom and as many others as they can think of.

**Modifications:** If students are hesitant to share, set up a separate meeting time when they can share exclusively with the teacher. For students who might struggle with the concept, they might benefit from having one side of the poster already filled out, so they only have to do one of the meanings of the idiom.
Idioms

My expression: ___________________________________

Literal Meaning (Dictionary Definition)

___________________________________________

___________________________________________

___________________________________________

___________________________________________

___________________________________________
Possible Idioms

- A penny for your thoughts
- At the drop of a hat
- Barking up the wrong tree
- Bite off more than you can chew
- Cross that bridge when you come to it
- Costs an arm and a leg
- Every cloud has a silver lining
- Feeling under the weather
- Hit the nail on the head
- Hit the sack
- Let the cat out of the bag
- Piece of cake
- Steal someone’s thunder
- Take with a grain of salt
Summative Assessment: Option 1

For this option, students will need to write a short story and include all four types of figurative language in their story. The story must be at least 1 page long and can be handwritt-ten or typed. The students will also need to include an expla-nation of how they used the figurative language in their writ-ing and why it helps to make their writing better. Use the fol-lowing rubric to assess their short story.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Similes</td>
<td>Student does not use similes in writ-</td>
<td>Student uses simi-</td>
<td>Student uses simi-</td>
<td>Student uses simi-</td>
</tr>
<tr>
<td></td>
<td>ing.</td>
<td>le, but inaccurately.</td>
<td>le accurately, but</td>
<td>le accurately, but</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>does not flow with</td>
<td>does not flow with</td>
</tr>
<tr>
<td>Metaphors</td>
<td>Student does not use metaphors in writing.</td>
<td>Student uses metaphor, but inaccurately.</td>
<td>Student uses metaphor, but does not flow with the story.</td>
<td>Student uses metaphor both creativity and accurately to enhance story.</td>
</tr>
<tr>
<td>Personification</td>
<td>Student does not use personification in writing.</td>
<td>Student uses personification, but inaccurately.</td>
<td>Student uses personification accurately, but does not flow with the story.</td>
<td>Student uses personification both creativity and accurately to enhance story.</td>
</tr>
<tr>
<td>Idioms</td>
<td>Student does not use idioms in writing.</td>
<td>Student uses idioms, but inaccurately.</td>
<td>Student uses idioms accurately, but does not flow with the story.</td>
<td>Student uses idioms both creativity and accurately to enhance story.</td>
</tr>
</tbody>
</table>
Summative Assessment Option 2

Identify if the phrase is a simile (S), metaphor (M), personification (P), or Idiom (I).

1. ___ It’s raining cats and dogs.
2. ___ As pretty as a flower
3. ___ Loving him was red
4. ___ The wind howled
5. ___ Yellow like the sunshine
6. ___ The thunder roared
7. ___ Cute as a button
8. ___ My school’s a zoo
9. ___ You can’t teach an old dog new tricks
10. ___ Life is a roller coaster ride

Write a sentence using an example of each.

Personification:

Idiom:

Simile:

Metaphor:
Summative Assessment Option 2 ANSWER KEY

Identify if the phrase is a simile (S), metaphor (M), personification (P), or Idiom (I).

1.  I  It’s raining cats and dogs.
2.  S  As pretty as a flower
3.  M  Loving him was red
4.  P  The wind howled
5.  S  Yellow like the sunshine
6.  P  The thunder roared
7.  S  Cute as a button
8.  M  My school’s a zoo
9.  I  You can’t teach an old dog new tricks
10. M  Life is a roller coaster ride

Write a sentence using an example of each.

Personification: Answers will vary.

Idiom: Answers will vary.

Simile: Answers will vary.

Metaphor: Answers will vary.
Reassessment Procedures

1. Supplemental activities must be completed prior to reassessment; the purpose of these activities is to ensure the student made a genuine attempt to develop the skills he/she was lacking prior to the original assessment.

2. The student must set up a reassessment time with the corresponding teacher a week in advance.

3. Each student can only reassess in one subject at a time to prevent possible scheduling issues that could arise.

4. A student cannot reassess after one month has passed from the original assessment date.

5. If the student does not reach mastery level after reassessment, RTI (response-to-intervention) activities will be made available to continue working on these skills.
Supplemental Activities

- Choose your favorite song (must be school appropriate) and find examples of the four types of figurative language in it. Use the figurative language log.

- Watch a Disney movie and keep track of the similes, metaphors, personification, and idioms used in the movie. Use the figurative language log.

- Find examples of figurative language in your favorite picture book. Use the figurative language log.

- Keep a log of figurative language expressions you hear in every day conversations. Use the attached figurative language log.

- Write a poem about a day in the life of a celebrity. Use all four types of figurative language.
<table>
<thead>
<tr>
<th>Simile</th>
<th>Metaphor</th>
<th>Personification</th>
<th>Idiom</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Re-Assessment: Option 1

For this option, students will need to write a short story and include all four types of figurative language in their story. The story must be at least 1 page long and can be handwritten or typed. The students will also need to include an explanation of how they used the figurative language in their writing and why it helps to make their writing better. Use the following rubric to assess their short story.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Similes</strong></td>
<td>Student does not use similes in writing.</td>
<td>Student uses simile, but inaccurately.</td>
<td>Student uses simile accurately, but does not flow with the story.</td>
<td>Student uses simile both creativity and accurately to enhance story.</td>
</tr>
<tr>
<td><strong>Metaphors</strong></td>
<td>Student does not use metaphors in writing.</td>
<td>Student uses metaphor, but inaccurately.</td>
<td>Student uses metaphor accurately, but does not flow with the story.</td>
<td>Student uses metaphor both creativity and accurately to enhance story.</td>
</tr>
<tr>
<td><strong>Personification</strong></td>
<td>Student does not use personification in writing.</td>
<td>Student uses personification, but inaccurately.</td>
<td>Student uses personification accurately, but does not flow with the story.</td>
<td>Student uses personification both creativity and accurately to enhance story.</td>
</tr>
<tr>
<td><strong>Idioms</strong></td>
<td>Student does not use idioms in writing.</td>
<td>Student uses idioms, but inaccurately.</td>
<td>Student uses idioms accurately, but does not flow with the story.</td>
<td>Student uses idioms both creativity and accurately to enhance story.</td>
</tr>
</tbody>
</table>
Re-Assessment Option 2

Identify if the phrase is a simile (S), metaphor (M), personification (P), or Idiom (I).

1. ___ Hair of silk
2. ___ Easy as pie
3. ___ The grass danced in the wind
4. ___ Slept like a log
5. ___ Give you the cold shoulder
6. ___ It was a piece of cake
7. ___ My mouth is a volcano
8. ___ Busy as a bee
9. ___ The house was drowning after the rain
10. ___ The room is an oven.

Write a sentence using an example of each.

Personification:

Idiom:

Simile:

Metaphor:
Re-Assessment Option 2 ANSWER KEY

Identify if the phrase is a simile (S), metaphor (M), personification (P), or Idiom (I).

1. M Hair of silk
2. S Easy as pie
3. P The grass danced in the wind
4. S Slept like a log
5. I Give you the cold shoulder
6. I It was a piece of cake
7. M My mouth is a volcano
8. S Busy as a bee
9. P The house was drowning after the rain
10. M The room is an oven.

Write a sentence using an example of each.

Personification: Answers will vary.

Idiom: Answers will vary.

Simile: Answers will vary.

Metaphor: Answers will vary.