How can we use figurative language to make our writing more exciting?

Use this essential question to guide student learning with class discussion and inquiry activities.

1. PREVIEWING FIGURATIVE LANGUAGE (15 MINUTES)

Prior to the activity, post the words *simile, metaphor, alliteration* and *personification* in each corner of the room. For the activity, use an anchor chart to explain and give examples of each type of speech. Videos are included below if needed for review. Then, say an example like “The girl was as fast as lightning.” Students will have 10 seconds to find the corner they think you just gave an example of and tell others in the group why they picked that corner (i.e. “I think it was a simile because the word ‘as’ was included.”) before you tell which was the correct corner. Repeat this 4–5 times.

VIDEOS

Understanding Simile and Metaphor by Waterford.org
https://bit.ly/3FktIsA

Understanding Literal and Figurative Language by Waterford.org

2. GUESS THE OBJECT (5 MINUTES)

Prior to the activity, give each student a small folded up picture, which they can quickly look at and then fold back. At your signal, students find a partner and each have one minute to describe their picture using figurative language while the other person tries to guess. For example, a student with a ball might say “My object is as bouncy as a kangaroo.”

3. GROUP STORYTELLING (30 MINUTES)

Depending on class size, students form one or two circles. Tell students that the goal is to include at least 10 examples of figurative language (you can keep track on the board with tally marks, and can have a chart that lists the types of figurative language mentioned in the first activity). You start the story off with “Once upon a time...” and each person adds to what the previous storyteller said.

POEM DETAILS

“Eating While Reading” is a poem by Gary Soto.

To read the poem, visit https://bit.ly/EatingWhileReading.
4. “EATING WHILE READING” RECIPE WRITING (20 MINUTES)

Students write a rough draft for a recipe for a snack to go along with a book of their choice. In the title and/or description of the snack, they include one of the types of figurative language from above (for example, “Amazing Apple Airplanes” to go with a book about flying). In the description of the snack, they write why they think this goes perfectly with their selected book.

5. RECIPE EDITING (15 MINUTES)

Students swap recipes from Activity 4 with a partner, and they edit each other’s recipes. Students can use the third page of the editing sheets below. After editing, give students the chance to talk about the good parts of the recipes and the parts that need improvement. Remind students to be considerate of their partners feelings when discussing the recipes. Then the recipes are handed back for revision.


6. “EATING WHILE READING” COOKBOOK MAKING (15 MINUTES)

After receiving their suggested edits from their classmate, students revise and make a final draft of their recipes with figurative language in the title or description. The recipes can be put together to make one cookbook once everyone has edited.