

## Using Figurative Language

### 4th-5th grades

#### Overview

In this build series, students will reflect on the use and purpose of figurative language by studying and creating similes. They will explore similes they have heard used by those around them and create their own similes to describe themselves or everyday situations.

#### Connect to Curriculum

This build series can be part of classroom activities that involve:

#### Reading for Literature:

- Determining the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

#### Writing:

- Recalling information from experience or gathering information from print and digital sources.

#### Language:

- Acquiring and using accurate, grade-appropriate, domain-specific words and phrases.
- Demonstrating understanding of figurative language, word relationships, and nuances in word meanings.

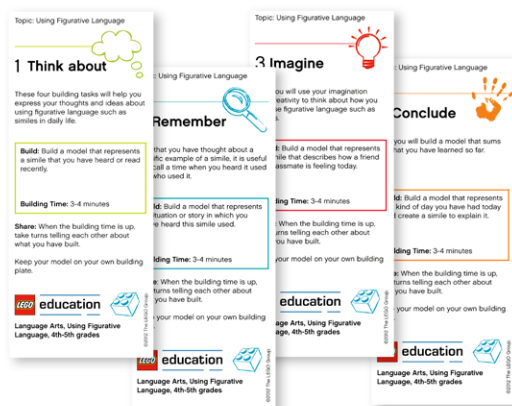
#### Before You Begin

Assess and encourage prior learning by:

- Introducing and defining key vocabulary: *comparison, figurative language, metaphor* and *simile*.
- Reading examples of similes from different types of texts, dialogues, and scenarios.
- Discussing the idea of using creative language to express an idea as opposed to saying something simply and directly.
- Practicing various types of figurative language, including similes (a comparison between two unlike things that uses *like* or *as*).

#### Build and Share

Have students build and share their models by following the steps outlined in the Challenge Cards provided with this activity.



#### Tip:

Consult the Quick Start Guide of this activity pack for ideas on classroom management and organization.

#### Vocabulary:

- comparison:** the examination of two or more objects, ideas, or people in order to note the similarities and differences
- figurative language:** describing something through the use of unusual comparisons for effect, interest, and making things clearer
- metaphor:** a figure of speech in which a word or phrase that ordinarily designates one thing is used to designate another, thus making an implicit comparison; an example of a metaphor would be "The team captain is a rock!"
- simile:** a figure of speech in which two essentially unlike things are compared, often in a phrase introduced by *like* or *as*; an example of a simile would be "She swims as fast as a fish!"

## Reflect on the Experience

Encourage students to record and reflect on their models and ideas.

### Extensions

After completing the build series, encourage further learning by:

- Organizing a gallery walk or classroom display of students' models for different expressions and have students create a list of three favorites. (Language Arts)
- Completing a scavenger hunt to find and record as many similes as possible in one day, in one TV show, and so on. (Language Arts)
- Listening to different kinds of music and discussing how using similes helps to express what the writer is thinking or feeling. (Music)

### Facilitating Questions:

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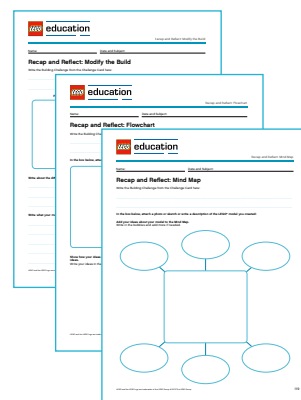
### Notes:

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#### Tip:

Use one of the Recap and Reflect Worksheets available in the Support Materials section of this activity pack to document the build experience.



Topic: Using Figurative Language

# 1 Think about



These four building tasks will help you express your thoughts and ideas about using figurative language such as similes in daily life.

**Build:** Build a model that represents a simile that you have heard or read recently.

**Building Time:** 3-4 minutes

**Share:** When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



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# 2 Remember



Now that you have thought about a specific example of a simile, it is useful to recall a time when you heard it used and who used it.

**Build:** Build a model that represents a situation or story in which you have heard this simile used.

**Building Time:** 3-4 minutes

**Share:** When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



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# 3 Imagine



Now you will use your imagination and creativity to think about how you can use figurative language such as similes.

**Build:** Build a model that represents a simile that describes how a friend or classmate is feeling today.

**Building Time:** 3-4 minutes

**Share:** When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



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# 4 Conclude



Now you will build a model that sums up what you have learned so far.

**Build:** Build a model that represents the kind of day you have had today and create a simile to explain it.

**Building Time:** 3-4 minutes

**Share:** When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



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