Hyperboles (ELA)

Course Name: ELA
Unit/Theme: Figurative Language
Time Frame: 45 minutes
Grade Level: 4

CONTENT AND SKILLS
Learning Objectives: • Students will define a hyperbole and explain its usage. • Students will identify a hyperbole from a list of statements. • Students will create a hyperbole.
Essential Questions (optional): •
Students I can statements . . . • I can define a hyperbole and explain its usage. • I can identify a hyperbole from a list of statements. • I can create a hyperbole.
How will you meet the needs of SWD and ENL students? • ENL teacher or paraprofessional to provide push-in support for English language learners. • Directions modeled and practiced. • Examples provided using the names of the students in the class. • Vocabulary clarified.
Content Standards List all standards and how learners will meet the standard
• 4.RL.4 - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
NYS Computer Science and Digital Fluency Standards List all standards and how learners will meet the standard
• 4-6.DL.2 - Select appropriate digital tools to communicate and collaborate while learning with others. • 4-6.CT.10 - Describe the steps taken and choices made to design and develop a solution using an iterative design process.

CASEL COMPETENCIES and/or NYS SEL BENCHMARKS
• 2B.2a. Identify differences among, and contributions of, various social and cultural groups. • 2B.2b. Demonstrate how to interact positively with those who are different from oneself.

INSTRUCTIONAL PLAN

List the steps of the lesson, including instructions for the students.

How will you make sure this lesson is culturally responsive?

This lesson is part of our study of figurative language. Students have been introduced to the concept of hyperboles and will now participate in a creative, hands-on activity.

- Using the Power Point Presentation, we will ask, "Have you ever exaggerated?" Students will respond with examples. Then, we will review that a hyperbole is a form of exaggeration that stretches the truth so that it not humanly possible. Key words like "always" and "never" indicate hyperboles, as well as exaggerations showing an excess of time, amount, or size.

- Next, we will review our three learning targets:
  - I can define a hyperbole and explain its usage.
  - I can identify a hyperbole from a list of statements.
  - I can create a hyperbole.

- We will define what a hyperbole is and review examples. Some examples are taken from the students in the class and their known habits or preferences. We will also discuss an example of a hyperbole from the book *Holes*.

- The students will be shown a list of four statements about a topic and are asked to identify the hyperbole from the given choices. This practice will be repeated five times.

- Students will then practice orally creating hyperboles from a list of given statements.

- Students will be partnered with another student. Each student will have an independent opportunity to create their own hyperbole on a Google Slides presentation. They will be given ten minutes to write a hyperbole and find an image that complements their statement. **4-6.DL.2**

- Partner students will have two minutes to review their partner's hyperbole and use the comment feature to offer suggestions if necessary to make sure the work is aligned to the expectations for a hyperbole.

- Students will then review their comments, make adjustments to their hyperbole based on the feedback, and mark the comment as "resolved." **4-6.CT.10**

- Finally, the entire Google Slides will be shared with the class and each student will have the opportunity to present their work.

- Culturally responsive consideration: Hyperboles written by the teacher about the students reflect a wide spectrum of students with various cultural backgrounds.

BACKGROUND OR PRIOR KNOWLEDGE

- Students have been learning about various forms of figurative language. We have completed a mini-lesson on hyperboles in our Interactive Reading Notebook and now we are going deeper into the topic with hands-on application.

INSTRUCTIONAL TECHNOLOGY INTEGRATION

- Power Point Presentation
- Student Chromebooks
- Google Classroom for retrieving the assignment
- Google Slides for class hyperbole presentation

MATERIALS / RESOURCES

Add additional resources needed for this lesson such as templates, images, videos, etc.