

Subject/Grade: Grade 6 ELA		Lesson Title: Using Figurative Language	Teacher: Cheryl Bratton
Stage 1: Identify Desired Results			
Outcome(s)/Indicator(s): CC6.3 Use pragmatic (e.g., function and purpose), textual (e.g., paragraphs), syntactic (e.g., complete sentences with appropriate subordination and modification), semantic/ lexical/morphological (e.g., figurative words) , graphophonic (e.g., spelling strategies), and other cues (e.g., appropriate volume and intonation) to construct and to communicate meaning. d. Semantic/Lexical/Morphological: Use words that are appropriate for audience, purpose, and context; avoid overused and misused words (e.g., “really good”); use reference tools to determine meaning of words; use words figuratively (e.g., personification, similes, and metaphors) and for imagery ; correctly spell common words; use Canadian spelling; use a variety of strategies and resources to learn the correct spelling of words. CC6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons. h. Consider ways to enhance clarity and impact of representations			
Key Understandings: (‘I Can’ statements) <i>I can</i> describe what figurative language is. <i>I can</i> explain how figurative language helps to convey the message in writing. <i>I can</i> identify figurative language in others' writing. <i>I can</i> effectively use figurative language in my writing.		Essential Questions: What is figurative language? How does figurative language help our writing? Why is figurative language important in conveying our message? How do I use figurative language effectively?	
Prerequisite Learning: An understanding that the purpose of writing is to convey a message..			
Instructional Strategies: - class discussion - note taking - Cooperative learning - I do, you do we do method (give examples, create examples together, individual writing)			
Stage 2: Determine Evidence for Assessing Learning			
Formative: students will work in pairs during lesson to create a sentence that uses different types of figurative language.			

- students will apply their understanding of figurative language to make a short text more exciting and vivid.

Stage 3: Build Learning Plan

Set (Engagement):

Length of Time: 5 minutes

- Tell students you are going to play a clip of a song for them. Ask them to listen carefully to the lyrics. Play [Firework by Katy Perry](#) (audio only) to 1:24
- Ask students what they noticed about the lyrics. What made them interesting? Share with students that figurative language is what helps the singer to communicate to us the listener the picture in our heads and what helps to make song lyrics clear and meaningful.

Development: minutes

Time: 30

- Pass out the [Figurative Language Note Sheet](#) and explain to students that they will fill in the blanks as we go through the slides.
- Using the [All About Figurative Language Google Slides](#) explain to students what figurative language is, why we use it and how it helps our writing. Explain that there are many different types of figurative language but today we are only going to talk about 4: simile, metaphor, personification and hyperbole. Let them know that we are not worried about them remembering each of the types, we are just using them to show them how to use figurative language in their writing.
- Briefly go through the slides with the 4 types explaining what it is and providing examples. For each type, ask students for one more example then have them work with the person next to them to finish the sentence using that type. Set a 2 minute timer and ask 2 students to share their sentences. Using barometer method (thumbs up, down or sideways) to gauge student understanding of each before moving on. provide additional examples if needed.
- Now that we have a better understanding of what figurative language is and why we use it in our writing, let's go back to the song we listened to at the start this time with the lyrics shown. Can you spot the figurative language in the song? Play the song (link in slides) after which engage students in a brief discussion about what figurative language they saw or heard and how they think it adds to it.

Learning Closure: minutes

Time: 15

- Hand out the Using Figurative Language Writing prompt and have students make it more exciting and vivid by adding elements of figurative language we just learned about.

Materials/Resources:

- laptop connected to projector
- You tube video [Firework by Katy Perry](#) cued up (play only to 1:24)
- [All About Figurative Language Google Slides](#) cued up.
- copies printed (enough for each student) of [Figurative Language Note Sheet](#) and [Using Figurative Language Writing Prompt](#)

Possible Adaptations/ Differentiation:

- provide access to assistive technology
- provide the note sheet and writing prompt in a digital format for students who may require technology
- adjust print on notes for students with visual challenges.

Management Strategies:

- providing a cloze type note sheet for students to use to ensure success.
- use of online timer in slides
- walking around the classroom to ensure students are understanding and on task.
- using proximity to refocus students attention

Safety Considerations:

- ensure the volume of music is at a level that all can hear but not too loud for some who may be noise sensitive.

• Remind students to use their notes and the examples to help them with their writing.	
Stage 4: Reflection	
• consider revising the note sheet so each slide is numbered • more explicit instruction during note taking to ensure students are understanding where to pull the information from, perhaps even underling the key word on the slides • more collaborative time picking out and creating examples. • create a different writing prompt. Something more simple. the one used was too complex.	