

Lesson: Language Arts Grades 4-6 Figure of Speech



Figure Out the Figure of Speech

Introduction

Objective:

Students will interpret figures of speech and create their own original sayings.

Students will recognize and understand the meaning of a figure of speech, including idioms and slang expressions.

Academic Content Standards:

Students learn to apply the reading process to the various genres of literature, including fables, tales, short stories, novels, poetry and drama.

Students demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author's use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways.

- ❖ Ohio Academic Content Standards for Language Arts: #5 Reading Application: Literary Text Standard, Benchmark G.
- ❖ National Council of Teachers of English and International Reading Association Standards for English Language Arts: #3.

Getting Started

Material

- Figure of Speech Handout
- Tool: Computer Access

Technology

Authoring software such as, *Frontpage*, to create a class web page featuring figures of speech. Draw and paint software such as, *Paint Shop Pro*, for student illustration of their original creations for new figures of speech.

Vocabulary

- Idiom
- Slang

Lesson

Orientation Activity

Ask students to describe idioms and/or give any examples. Describe an idiom as a form of expression that cannot be understood from the individual meanings of its elements, such as “keep tabs on.” Next, ask students to give some examples of figures of speech that are considered to be “slang.” Slang is a kind of casual and playful speech made up typically of short-lived forms of expression that are deliberately used in place of standard terms of vocabulary acceptable to a particular group. For example, a person might say, “Right on,” or “That’s phat!”

Learning Activity

Student partners will use the Figure of Speech Handout to examine and explain the meaning of each

idiom or slang expression. Review #1 & 2 of the Handout as a whole group. Students will look at each figure of speech from the production of “The Rockin’ Adventures of Peter Rabbit” and try to explain the meaning of each one. Next, students will label each figure of speech as an idiom or a slang expression. If students finish early, they may try their hand at creating a list of additional figures of speech for the web site.

Evaluation and Follow-Up

Assessment Tools and Methods

Assess student understanding by their classification of the given forms of speech, and by their written answers on the Figure of Speech Handout.

Interdisciplinary Connections

Social Studies: Investigate slang terms from different cultures and add to the web site.

Figure of Speech Handout

Name _____

- Directions:
1. Write the implied meaning for each figure of speech used in “The Rockin’ Adventures of Peter Rabbit” in your own words.
 2. Label each figure of speech as an “idiom” or a “slang” expression.

1. “Don’t quit your day job”. (Mopsy)

Meaning _____

Figure of speech _____

2. “Far out, man!” (Blue Jay)

Meaning _____

Figure of speech _____

3. “ Look at what the cat dragged in!” (Blue Jay)

Meaning _____

Figure of speech _____

4. “Dead as a doornail.” (Peter)

Meaning _____

Figure of speech _____

5. “Give me some skin!” (Blue Jay)

Meaning _____

Figure of speech _____

6. “Your days are numbered.” (Farmer McGregor)

Meaning _____

Figure of speech _____

7. "Talk to the Paw." (Peter)

Meaning_____

Figure of speech_____

8. "You can't take this lying down." (Benjamin Bunny)

Meaning_____

Figure of speech_____

9. "He was livin' large and in charge." (Benjamin Bunny)

Meaning_____

Figure of speech_____

10. "You're all shook up." (Benjamin Bunny)

Meaning_____

Figure of speech_____

11. "Jack of all trades." (Peter)

Meaning_____

Figure of speech_____

12. "New threads?" (Benjamin Bunny)

Meaning_____

Figure of speech_____