



<b>Program Information</b>	<i>[Lesson Title]</i> <b>Idioms, Similes and Metaphors</b>		<b>TEACHER NAME</b> Linda McBride		<b>PROGRAM NAME</b> Warren County Career Center			
	<i>[Unit Title]</i> <b>Figurative Language</b>		<b>NRS EFL(s)</b> 3		<b>TIME FRAME</b> 45 minutes			
<b>Instruction</b>	<b><u>ABE/ASE Standards – English Language Arts and Literacy</u></b>							
	<b>Reading (R)</b>		<b>Writing (W)</b>		<b>Speaking &amp; Listening (S)</b>		<b>Language (L)</b>	
	Foundational Skills		Text Types and Purposes		Comprehension and Collaboration	<b>S.3.1</b>	Conventions of Standard English	
	Key Ideas and Details		Production and Distribution of Writing	<b>W.3.4</b>	Presentation of Knowledge and Ideas		Knowledge of Language	
	Craft and Structure	<b>R.3.13</b>	Research to Build and Present Knowledge				Vocabulary Acquisition and Use	<b>L.3.5</b>
	Integration of Knowledge and Ideas	<b>R.3.15</b>					<i>Benchmarks identified in <b>RED</b> are priority benchmarks. To view a complete list of priority benchmarks and related Ohio ABE lesson plans, please see the <a href="#">Curriculum Alignments</a> located on the <a href="#">Teacher Resource Center</a>.</i>	
	<b>LEARNER OUTCOME(S)</b>				<b>ASSESSMENT TOOLS/METHODS</b>			



<ul style="list-style-type: none"> <li>Learners will be able to demonstrate understanding of figurative language and word relationships including idioms by correctly answering checks for understanding and a quiz.</li> </ul>	<ul style="list-style-type: none"> <li>Exit slip: have students write an idiom, simile or metaphor.</li> <li>Students complete <a href="#">Similes and Metaphors</a> Quizizz or <i>Which Is It? Metaphor or Simile?</i> as homework.</li> </ul>
<p><b>LEARNER PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>No prior knowledge necessary.</li> </ul>	
<p><b>INSTRUCTIONAL ACTIVITIES</b></p> <ol style="list-style-type: none"> <li>Ask if anyone can define figurative language? More than likely there won't be any answers. Now ask if they know/remember similes, metaphors and idioms? Elicit answers from them and record on the board. Take a poll to see how many in the class use them in everyday life. Most will remember similes and not realize they use idioms frequently.</li> <li>Explain to the class that similes and metaphors are used all the time. Provide the definition of similes (comparison using like or as. Metaphors comparison without using like or as.) They help to spice things up in our everyday lives including songs, movies and commercials.</li> <li>Make sure students have a sheet of paper divided into 2 columns with one being metaphors, one similes. As they watch the video see which ones they hear.</li> <li>Show <a href="#">Similies and Metaphors in Pop Culture</a></li> <li>After showing the video ask for their reaction to the video. Was there anything surprising? They will most likely be surprised at how many times we use figurative language. Elicit conversation about how and what similes/metaphors they use or have heard of in the video clip.</li> </ol>	<p><b>RESOURCES</b></p> <p>White/chalk board</p> <p>Paper for student use</p> <p>Computer with Internet access</p> <p>Projector, ability to project</p> <p>Speakers</p> <p>Shans, S. (2013, February 28). Similes and Metaphors in Pop Culture. Retrieved from <a href="https://www.youtube.com/watch?v=JB0HrNdqJKQ">https://www.youtube.com/watch?v=JB0HrNdqJKQ</a></p> <p>VideoLifeWorld. (2013, October 29). Confessions of an Idiom Animated comedy. Retrieved from <a href="https://www.youtube.com/watch?v=124cvNuieSA">https://www.youtube.com/watch?v=124cvNuieSA</a></p> <p>Student copies of <i>Which Is It? Metaphor or Simile?</i> (attached)</p>



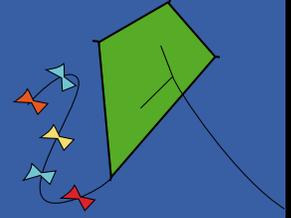
	<ol style="list-style-type: none"><li>6. Now show <a href="#">Confessions of an Idiom Animated Comedy</a>. Have them write down as many idioms they can from the film. You may want to show before giving the formal definition and see how quickly they pick up on them.</li><li>7. After watching the video, have students work in pairs to compare their lists and come up with a definition for idioms.</li><li>8. Have the groups come up with other idioms and share out with the class.</li><li>9. Ask why would a writer like to use figurative language?<ol style="list-style-type: none"><li>a. Looking for responses: more engagement of the reader by making the character come alive, can make their argument more convincing or highlight a specific part.</li><li>b. Here are a couple of examples. Use similes to make a direct comparison between a topic or issue and another item or even in a way that paints a vivid picture for the reader. Example of a simile: John Smith's economic improvement methods were like an executioner at a guillotine; he cut off funding with one quick sweep, leaving little time for the victimized party to contest.</li><li>c. Use metaphors to help create a visual representation for the reader by framing the topic or issue as something else. Example of a metaphor: In the courtroom, Clarissa was a defenseless rabbit. She looked wide eyed and afraid, shook uncontrollably while on the stand, and cried when the prosecution began to question her.</li></ol></li><li>10. As students leave have them turn in an exit ticket of a simile, metaphor or idiom.</li><li>11. For homework, have students complete <i>Which Is It? Metaphor or Simile?</i> or <a href="#">Similes and Metaphors</a> Quizizz.</li></ol>	<p>McBride, L. (n.d.). Quizizz: Similes and Metaphors. Retrieved from <a href="http://quizizz.com/admin/quiz/5747412fc347a730a2494ef8/start">http://quizizz.com/admin/quiz/5747412fc347a730a2494ef8/start</a></p>
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	<b>DIFFERENTIATION</b> <ul style="list-style-type: none"><li>Higher level students could write an article with figurative language.</li></ul>
Reflection	<b>TEACHER REFLECTION/LESSON EVALUATION</b>
	<b>ADDITIONAL INFORMATION</b> <p>For additional idioms, metaphors, or similes check out this website <a href="#">Literary Devices and Terms</a></p> <p>To use <a href="#">Quizizz.com</a> you will need to set up a free account.</p>



# Which Is It? Metaphor or Simile?



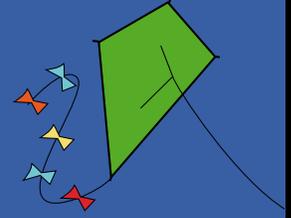
Below are sentences that contain a metaphor or a simile. In the blank provided, identify which is used in each sentence by writing *metaphor* or *simile*.

- 1) The sky was the color of the calm Pacific thousands of miles from land. \_\_\_\_\_
- 2) I am as hungry as a bear recently awakened from hibernation. \_\_\_\_\_
- 3) She was a kite, floating above the confusion around her. \_\_\_\_\_
- 4) Like a silent thief, the dog crept into the kitchen. \_\_\_\_\_
- 5) My thoughts fluttered from subject to subject like a butterfly visiting flowers in a field. \_\_\_\_\_
- 6) The dark, cold and silent room was a tomb. \_\_\_\_\_
- 7) My noisy sister was like a buzzing fly. \_\_\_\_\_
- 8) Soft and warm, the bed was an inviting oasis. \_\_\_\_\_
- 9) The child's tears were cold raindrops from a tiny cloud. \_\_\_\_\_
- 10) The sunshine was like a warm blanket on a cold and rainy night. \_\_\_\_\_



# Which Is It?

## Metaphor or Simile?



Below are sentences that contain a metaphor or a simile. In the blank provided, identify which is used in each sentence by writing *metaphor* or *simile*.

- 1) The sky was the color of the calm Pacific thousands of miles from land. \_\_\_\_\_ **metaphor**
- 2) I am as hungry as a bear recently awakened from hibernation. \_\_\_\_\_ **simile**
- 3) She was a kite, floating above the confusion around her. \_\_\_\_\_ **metaphor**
- 4) Like a silent thief, the dog crept into the kitchen. \_\_\_\_\_ **simile**
- 5) My thoughts fluttered from subject to subject like a butterfly visiting flowers in a field. \_\_\_\_\_ **simile**
- 6) The dark, cold and silent room was a tomb. \_\_\_\_\_ **metaphor**
- 7) My noisy sister was like a buzzing fly. \_\_\_\_\_ **simile**
- 8) Soft and warm, the bed was an inviting oasis. \_\_\_\_\_ **metaphor**
- 9) The child's tears were cold raindrops from a tiny cloud. \_\_\_\_\_ **metaphor**
- 10) The sunshine was like a warm blanket on a cold and rainy night. \_\_\_\_\_ **simile**