

Important Concepts . . .

Preview Review



Language Arts Grade 6 TEACHER KEY

W3 - Lesson 2: Figurative Language 2

Important Concepts of Grade 6 Language Arts

W1 - Lesson 1	Sentence Structure 1
W1 - Lesson 2	Sentence Structure 2
W1 - Lesson 3	Parts of Speech
W1 - Lesson 4	Sentence Agreements
W1 - Lesson 5	Review

W1 - Quiz

W2 - Lesson 1	Prewriting 1
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W3 - Lesson 1	Figurative Language 1
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W3 - Lesson 3	Writing Dialogue
W3 - Lesson 4	Enhancing Content and Presentation
W3 - Lesson 5	Review

W3 - Quiz

Materials Required

Textbooks

*Cornerstones Anthologies
6A and 6B*

Language Arts Grade 6

Version 5

Preview/Review W3 - Lesson 2 Teacher Key

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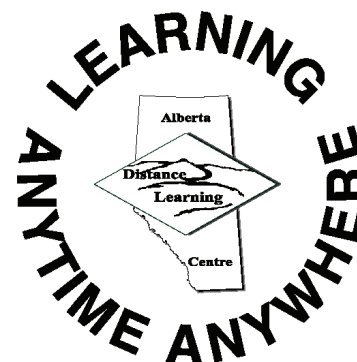
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Preview/Review Concepts for Grade Six Language Arts

TEACHER KEY



*W3 - Lesson 2:
Figurative Language 2*

OBJECTIVES

By the end of this lesson, you should

- recognize figurative language, especially alliteration, onomatopoeia, and personification
- use alliteration, onomatopoeia, and personification in your writing

GLOSSARY

alliteration - a repeated first sound in a group of words

figurative language (also known as figures of speech) - language that provides unusual or dramatic description

onomatopoeia (also known as echoic words) - the use of words that imitate the sounds they name

personification - the giving of human characteristics, behaviour, or feelings to other animals or to objects

TO THE TEACHER:

W3 - Lesson 2: Figurative Language 2

This lesson contains instruction and activities designed to help students extend their understanding of figurative language – specifically, alliteration, onomatopoeia, and personification. The students have the opportunity to practice writing and recognizing these parts of figurative speech in their own writing and the writing of others.

Lesson Procedures:

1. Individual

The lesson format is such that students can work through the material on their own with teacher intervention and/or instruction as requested or required. Generally, the activities are self-directed. Of course, this depends upon the skill levels of the individual students and general class composition.

OR

2. Teacher-Led

Introduction:

- Introduce the topic of figurative language - specifically alliteration, onomatopoeia, and personification. Such knowledge aids the student in writing more expressively and with more energy and accuracy.***
- Share some examples from the lesson and have students contribute examples and ideas of their own.***

Instruction:

- Lead students through the ALLITERATION instruction and activities – explaining, discussing, and correcting the student activities. In this manner, you can control the pace, reinforce the concepts, and assure that students have understanding. This should be FUN!***

Proceed in this manner through ONOMATOPOEIA and PERSONIFICATION. The students will require time to complete the cartoon activity at the end of the lesson.

Extending Yourself Assignment:

Discuss with students and modify according to needs.

W3 - Lesson 2: Figurative Language 2

Recall that figurative language is also called figures of speech. It is language that provides unusual or dramatic description for a reader or listener.

In Lesson 1, you used similes and metaphors, two types of figurative language that compare things. In this lesson, you will meet three other types of figurative language that work in different ways: **alliteration**, **onomatopoeia**, and **personification**.

Wow! Those are some BIG words, and spelling bee nightmares! Fortunately, they are more fun than they sound, so let's have a close look.



Alliteration

Read the following tongue twisters aloud.

- Angela Abigail Applewhite ate anchovies and artichokes.
- Hattie Henderson hated happy healthy hippos.
- Dwayne Dwiddle drew a drawing of dreaded Dracula.
- Elmer Elwood eluded eleven elderly elephants.
- Floyd Flingie flipped flat flapjacks.

These tongue twisters are examples of **alliteration**.

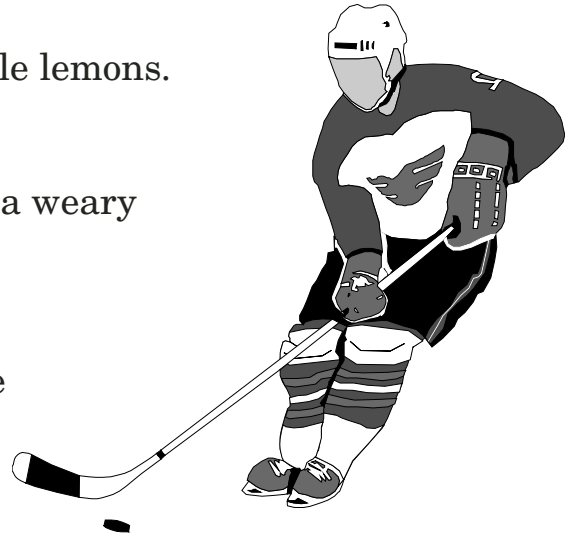
Alliteration is the repetition of the first sound in a group of words. Repeated sounds draw attention to words and support rhythms within sentences and poems.

A. Make up tongue twisters of your own. Choose famous or popular products you use. You can even choose people you know. (You can be funny, but be kind!)

Example: Larry Langley
Larry Langley lugged a lot of little lemons.

Example: Wayne Gretzky
Wayne weaved and waggled like a weary warrior.

Example: Britney Spears
Britney bowed and blew big, blue bubbles.



Write five tongue twisters below.

Answers will vary.

1. *e.g., Yesterday I yodeled for yummy yogurt.*
2. _____
3. _____
4. _____
5. _____

Alliteration in Poems

B. Here are some poem lines for you to complete. Use **alliteration** to fill in the final words.

Example: Twenty terrible tigers *Answers will vary.*

1. One oily _____ *e.g., oinking oyster*

2. Two terrific _____ *e.g., teenage turkey talkers*

3. Three thirsty _____

4. Four frightened _____

5. Five frisky _____

6. Six smelly _____

7. Seven sickly _____

8. Eight evil _____

9. Nine naughty _____

10. Ten trembling _____

Awesome Alliteration

C. Write **two** poems using alliteration in each line. Each line may use a different sound.

Example:

Big Bad Ben

In the playground he pushes, pinches, and pulls people,
He's always naughty and nasty – not nice to know.
He bounces boys back and forth
And burps and belches at bell-time!

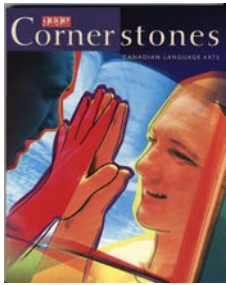
Write two four-line poems with titles and alliteration. Your poems can be about anything you like – animals, sports, games, TV characters, or people you know. Have fun!

Student poems will vary.

Poem 1 _____

Poem 2 _____

Onomatopoeia



In *Cornerstones 6a*, read the poem “We’re Loudies!” on page 139.

This poem is a wonderful example of **onomatopoeia** in action.

Onomatopoeia is the use of words that imitate the sounds they name. Such words are also called **echoic words** because they **echo** the sounds they name.

Examples: **buzz, thump, pop, plop, whoosh, pow, bang** (just like those *Batman* comics and shows!)

D. In the box below, brainstorm some more words that sound like what they mean. You may want to do this with a partner.

Answers will vary.

e.g., whack, splash, whirl

E. Write five sentences using your words from Question D. Be descriptive and use your imagination. Underline the echoic words. *Answers will vary.*

1. *e.g., The robot came whirring across the bathroom floor, hesitated,*

then suddenly leaped into the bathtub with a mighty splash!

2. _____

3. _____

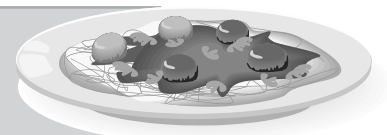
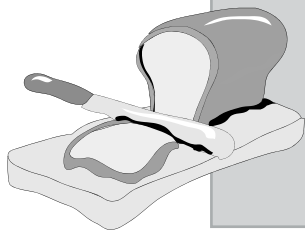
4. _____

5. _____

F. Underline the onomatopoeia, or echoic words, in the poem below.

When Carly Eats Spaghetti

When Carly eats spaghetti,
 She chomps and gobbles and slurps,
 The spaghetti disappears with a whoosh
 Sauce slapping and smacking
 Round her chops.
 She scrapes the toast round the plate
Crunching, grinding every mouthful.
 She burps, gurgles, and leaves the table!



Wow! That Carly is one dripping, belching, gooey, messy, and noisy eater!

Personification

Read the following poem from “The Walrus and the Carpenter” by Lewis Carroll.

“O Oysters, come and walk with us!”
The Walrus did beseech,
“A pleasant walk, a pleasant talk,
Along the briny beach:
We cannot do more than four
To give a hand to each.”

In the poem, the author gives the Walrus a human voice. This is **personification**, the giving of human characteristics, behaviour, or feelings to other animals or to objects.

Examples: The large rock refused to budge. (*Refused* is something a person would do or think.)

The darkness wrapped its arms around me. (*Wrapped its arms* is something a person would do.)

Isolated and lonely, the salmon awaited its death. (*Isolated and lonely* is something a person would feel.)

G. Read the following examples of personification and answer the questions.

The ancient car groaned into third gear. What is the human characteristic given to the car?

1. ***The car “groaned”.***

The tropical storm slept for two days. What is the human characteristic given to the storm?

2. ***The storm “slept”.***

The cloud scattered its rain throughout the city. What is the human characteristic given to the cloud?

3. ***The cloud is described as “scattering” the rain, as if deliberately by hand like a person would.***

H. Use personification to write a sentence about each of the animals or things below. ***Answers will vary.***

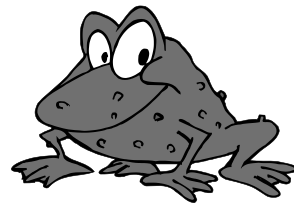
1. frog ***e.g., The frog chuckled to herself as another fly came within range of her lily pad.***

2. table

3. grass _____

4. night _____

5. elephant _____



Extending Yourself

Create a Cartoon Character

- Many cartoon animals have been personified. These animals have been given human characteristics and feelings by their creators. They have the ability to speak, think, and show love and anger.
- Some cartoon characters always seem to save the day. Mighty Mouse is an example of an action hero. Bugs Bunny and Mickey Mouse are more average characters with senses of humour.

Create Your Own Cartoon Character

Give your cartoon person or animal a name and human characteristics. Draw your cartoon animal in a panel format (cartoon strip) to tell a brief mini-story. Use at least 4 panels. Have fun and PERSONIFY! (This will take some time, effort, and thought.)

Use echoic words (onomatopoeia), too, if possible.

Work on your **cartoon character activity** to demonstrate *personification*.

Complete a coloured final copy and be prepared to share it with the class.

