

Important Concepts . . .

Preview Review



Language Arts Grade 6 TEACHER KEY

W3 - Lesson 1: Figurative Language 1

Important Concepts of Grade 6 Language Arts

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Materials Required

Textbooks

*Cornerstones Anthologies
6A and 6B*

Language Arts Grade 6

Version 5

Preview/Review W3 - Lesson 1 Teacher Key

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Preview/Review Concepts for Grade Six Language Arts

TEACHER KEY



***W3 - Lesson 1:
Figurative Language 1***

OBJECTIVES

By the end of this lesson, you should

- recognize figurative language, especially similes and metaphors
- use similes and metaphors in your writing

GLOSSARY

figurative language (also known as figures of speech) - language that describes things in unusual or dramatic ways

metaphor - a comparison between two things that are not usually closely related, without using the words *like* or *as*

simile - a comparison between two things that are not usually closely related, using the words *like* or *as*

TO THE TEACHER:

W3 - Lesson 1: Figurative Language 1

This lesson contains instruction and activities designed to help students extend their understanding of figurative language - specifically, similes and metaphors. The students have the opportunity to practice recognizing and writing similes and metaphors 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 – similes and metaphors. Such knowledge aids the student to write 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 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. Giving the students some time to write their own assigned poems is important.*

Extending Yourself Assignment:

Discuss with students and modify according to needs.

W3 - Lesson 1: Figurative Language 1

Figurative language, also called **figures of speech**, is language that provides unusual or dramatic description for a reader or listener.

Writing so the reader can *see* your words as pictures requires practice and imagination. *Figurative* language? This lesson will help you **figure it out**.

One of the ways figurative language works is to compare things or ideas that are not normally compared. Two common types of figurative language that compare things are the **simile** and the **metaphor**.



Simile

A simile is a comparison using the words *like* or *as*. The things compared are usually not closely related.

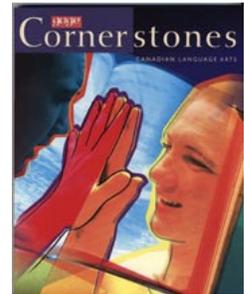
Examples: His feet were as big as boats. (**feet** compared to **boats**)

The rope was like a slippery eel. (**rope** compared to an **eel**)

It was so hot that she felt like a limp noodle. (**she** compared to a **noodle**)

A. Turn to the story “Sadako” on page 122 in *Cornerstones 6a*.

Read the first three pages of “Sadako”, a story about Sadako Sasaki, a Japanese girl living in Hiroshima when the atom bomb was dropped on the city during World War II. As you read these pages, look for similes the author uses to create visual images.



Find three similes and copy them below. *Read carefully...you don't want to miss them!*

My three similes from “Sadako” (pages 122 to 124):

1. e.g., p. 122, “Rushing like a whirlwind into the kitchen ...”

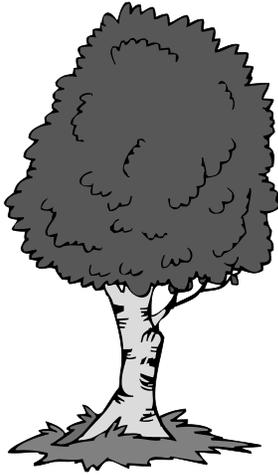
2. e.g., p. 123, “The two were as close as two pine needles on the same twig.”

3. e.g., p. 124, “... floating out to sea like a swarm of fireflies.”

Write a Simile Poem

The following is a poem with plenty of similes. However, they are **as dull as dishwater!** (Hey...that’s an old simile!)

Read the poem to yourself.



Who is She?

She seems as tall as a tree.
 I feel as small as an ant.
 She seems to be frightening as a lion.
 I know I’m shaking like a leaf!
 She seems to roar like a giant.
 I sound as quiet as a mouse.
 But I hope she’s really as gentle as a lamb,
 Because sometimes I behave like a monkey.
 Who is she?

B. Try substituting your own words and phrases to make the similes in “Who is She?” more interesting. The first two lines are given as examples.

Who is She?

She seems as tall as a towering skyscraper.

I feel as small as a kneeling ant.

She seems to be as frightening as e.g., a green ogre

_____ .

I know I’m shaking like e.g., grass in the wind

_____ !

She seems to roar like *e.g., a forest fire*

_____ .

I sound as quiet as *e.g., slowly flowing water*

_____ .

But I hope she's really as gentle as *e.g., snow falling*

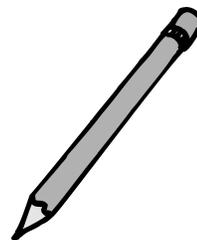
_____ .

Because sometimes I behave like *e.g., a trapped animal*

_____ .

Who is she?

She's my new **TEACHER!**



Writing Your Own Simile Poem

Remember, a simile is a comparison of two things that are normally not closely related to each other, using the word *like* or *as*.

Steps to write a simile poem:

1. Choose a subject. It should be something that you have a strong feeling or knowledge about. You should also choose a subject that allows you to create a variety of images related to the subject.
2. Create your first simile or comparison. Add specific details, and appeal to the senses – touch, taste, smell, sight, hearing. Add action and motion to your images!
3. Continue to create similes as you extend your ideas. How many different images can you imagine?
4. Go back and revise. Replace tired verbs with strong verbs, and tired descriptive words with exciting and detailed words.
5. Read your simile poem aloud so you can hear how it sounds.

Example: Smiles (That’s the subject!) Now add a bunch of comparisons that are alive and interesting!! Let’s keep it simple.

Smiles

A smile is like...
 a rainbow after a downpour
 a sunset full of vibrant colours.

A smile is like...
 a parent’s hug
 hearing your favourite CD
 a finished work of art.

A smile is like...
 your best friend coming to your birthday party
 the last piece of a puzzle
 sleeping in on Saturday morning!



C. Now it is time for you to write your own simile poem.

Choose a subject. Below are some suggestions.

- fire
- wind
- water
- rain
- lightning
- thunder
- stars
- snowfall
- love
- war
- trees
- sea
- ocean
- river
- storm
- frown
- pain
- happiness
- sadness
- boats
- motorcycles
- mountains
- your own idea

You may want to follow the pattern of “Smiles” or do your own thing.

Remember, you are making **comparisons**. Brainstorm your ideas and your comparisons. Your poem should include at least three similes. Go for it! Write your final copy below.

Student poems will vary.

Metaphor

A **metaphor** is related to a simile. Like a simile, it compares two things or ideas. However, a metaphor does not use the word *like* or *as*. A metaphor simply says or suggests that something **is** something else.



Examples: Her cheeks are polished apples. (**cheeks** compared to **apples**)

The insects were a humming cloud. (**insects** compared to a **cloud**)

D. Fill in the blanks to complete these metaphors. The first two have been done as examples.

1. My legs were *rubber bands* as I raced to the finish line.
2. Faced with failure, I felt my heart become *a jackhammer*.
3. My feet were *e.g., concrete weights* as I approached the dark alley.
4. A caterpillar is *e.g., a sliding toothbrush*.
5. The sea is *e.g., a saltwater canyon*.

6. My fingers became *e.g., wooden sticks* as I played the piano in front of the whole school.
7. The cute puppy was *e.g., a ball of barking fur* .



E. Underline the metaphors in the following poem.

Metaphor for a Family

My family lives inside a medicine chest.

Dad is the super-size bandage, strong and powerful but not always effective in a crisis.

Mom is the middle-size tweezer that picks and pokes and pinches.

David is the single, small aspirin on the third shelf sometimes ignored.

Muffin, the sheep dog, is a round cotton ball, stained and dirty, that pops off the shelf and bounces in my way as I open the door.

And I am the wood and glue which hold us all together with my love.

F. Explain any two similes you have underlined in “Metaphor for a Family”.

Example: “Dad is the super-size band-aid” – Dad is the big guy who can fix stuff around the house.

My two metaphor explanations in “Metaphor for a Family” are

1. *Answers will vary. e.g., “David is the single small aspirin” - David is*

the small, quiet one who isn’t always noticed.

2.

Metaphor for My Family

G. Write a metaphor poem for your own family or group of relatives.

Remember, a metaphor compares two things but does not use *like* or *as*.

Think of members of YOUR family, and do some imaginative brainstorming about their qualities and personalities. **Be descriptive!**

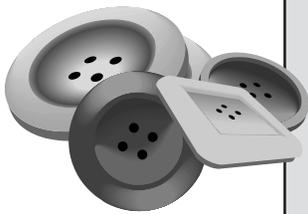
Examples:

Sister – *She is a butterfly.* (-flitting about, quick and flashy. She loves colour and has lots of friends, constantly making new ones and visiting them all. She settles down once in a while and is beautiful.)

Brother – *He is an old wooden bat.* (-solid, slow-moving, and sure of himself. He has only a few friends, but they are loyal to each other. He is trustworthy and hits home runs with his school work. Don’t mess with my brother.)

Mom – *She is a button.* (-smooth edges, holds things together. Mom’s very tiny but important. She doesn’t get much credit, but if she wasn’t there, the family would fall apart.)

Sample poem:



Metaphor for My Family

My mom is a button.
 She holds the family together
 telling us what to do.
 She fastens us as one
 planning and seeing things through.
 Big brother is an old wooden bat
 solid and strong.
 When he says what he's about to do
 it gets done and it's true.
 Little Sis is a butterfly
 flying through life
 collecting and doing and watching
 never waiting
 to join the fun and enjoy the sun.

Write the final copy of **your** family metaphor poem below. Do not forget to include yourself!

Student poems will vary.

Extending Yourself

Identifying Similes and Metaphors

Decide whether each sentence contains a simile or a metaphor. Write **S** or **M** in front of the sentence.

- S 1. The baby was like an octopus, grabbing at all the cans on the grocery store shelf.
- S 2. As the teacher entered the room, she muttered, “This class is like a three-ring circus.”
- M 3. The giant’s steps were thunder as he ran toward Jack.
- M 4. The pillow was a cloud when I put my head on it.
- S 5. Those girls are like two peas in a pod.
- M 6. No one invites Bruno to parties because he’s a wet blanket.
- M 7. The bar of soap was a slippery eel during the dog’s bath.
- M 8. The flashlight was our sun in the tunnel.
- M 9. The ball was a feather in my hand as I prepared to throw the third strike.
- S 10. She is as slow as molasses in January.

Be prepared to share your answers in class.



