

Grade 5 | Unit 4 | Module 4

Fictional Narrative

Lesson 5: Revise (Figurative Language)



5.L.5.a., 5.RL.4., 5.W.3.a., 5.W.3.b., 5.W.5.

Objectives

Teacher Objectives

Students Will Be Able To...

- identify simile, metaphor, and hyperbole
- evaluate and revise their draft for figurative language

Student Objectives

I Can...

- identify simile, metaphor, and hyperbole
- evaluate and revise my draft for figurative language

Items used in this lesson

- Checklist: [Narrative Revising Checklist](#)

Pre-Instructions

Materials & Preparation

- [Module cheat sheet](#)

Instruction

Set the Stage

5 mins

1. **Ask** students to complete the following: *My mind is a(n) _____ (noun). I am as _____ (adjective) as a(n) _____ (noun).*
2. **Direct** students to share their completed sentences with a partner.
3. **Invite** a few students to share their sentences with the class, explaining the metaphor and simile, as appropriate.



Social Emotional Tip

Instruct students to complete the sentences using positive self-talk.

I DO: Teach

10 mins

A lesson that provides instruction in a skill, strategy, or concept. This section can be delivered by the teacher or digitally via the video below. Use the resources provided, or substitute with your own.

VIDEO

1. **Remind** students that narrative writers use descriptive language to help their readers better understand what is happening. Descriptive language includes precise words and phrases, figurative language, and sensory details.

2. **Remind** students that two types of figurative language are similes and metaphors. Similes compare two things by using the words *like* or *as*, and metaphors talk about one thing as if it were another.
3. **Display** a previously created figurative language anchor chart that includes similes and metaphors or collaborate with students to create one.
4. **Explain** that a hyperbole is another type of figurative language. Hyperboles are statements of exaggeration. Add examples of hyperboles to the anchor chart.

[Sample Dialogue](#)

Examples:

- We ate truckloads of food at dinner last night.
- My shoes are killing me.
- It took a thousand years for the teacher to explain the assignment.

5. **Display** your [Revising checklist](#) from Lesson 4. Point to the checklist line *Descriptive details (precise words/phrases, figurative language, sensory details) help my reader picture what is happening* (located in the Middle section). Explain that you will use this checklist line to help you evaluate your draft for figurative language.
6. **Model** evaluating the writing example from the module cheat sheet for descriptive details, including figurative language.

[Sample Dialogue](#)

Think Aloud: I will now use the checklist line *Descriptive details (precise words/phrases, figurative language, sensory details) help my reader picture what is happening* to evaluate my draft. I'll pay extra attention to figurative language, including similes, metaphors, and hyperboles. I do see lots of descriptive details, but only one hyperbole, and no similes or metaphors. For this reason, I'll give myself a sideways thumb for the checklist line.

7. **Model** adding a simile, a metaphor, or a hyperbole to your draft.

[Sample Dialogue](#)

Think Aloud: I will now revise my draft by adding a simile, a metaphor, or a hyperbole. First, I'll look for a place where I might want to do this. To help me, I'll look for adjectives and adverbs. These types of words are clues that I'm already describing something, so I might easily be able to add figurative language. I see the word *Quietly* in my description of how Gilbert creeps out of the camp in the middle of the night. I'll add a simile here to help my reader even better picture and understand what is happening. I'll change *Quietly* to *Quiet as a mouse*.

Check for Understanding

Check your students' understanding by using the game below.

GAME

 **ELL Tip**

Some similes and metaphors are idioms (raining cats and dogs, in a pickle, and so on) with meanings that cannot be determined without explanation. Suggest to English Language Learners that they keep an idiom log to record the meanings of unfamiliar figurative language.

 **Engage Students Tip**

If you are using the writing example provided, challenge students to find the hyperbole in your draft (*You used to be play, play, play and no work, and now you're all work, work, work, and no play*).

WE DO: Guided Practice

15 mins

A time to extend learning by applying the content of the lesson to a writing sample. Guided practice can be delivered to the whole class or to a small group, or modified for additional support or differentiated instruction. Use the resources provided, or substitute with your own.

1. **Write** examples of similes, metaphors, and hyperboles.

Sample Dialogue

Example Similes

- The sunrise that morning was as pretty as a picture.
- The baby scooped across the floor like an inchworm.

Example Metaphors

- According to the boss, the company's newest employee is a rising star.
- Her face is a mirror to my own.

Example Hyperboles

- My dog dug a bottomless pit in the backyard.
- I've seen that movie a million times.

2. **Instruct** students to determine whether the example is a simile, a metaphor, or a hyperbole.

3. **Group** students to add an additional simile, metaphor, or hyperbole to your draft. Explain that they can either create a new stand-alone sentence or add to an existing one.

4. **Invite** groups to name which type of figurative language they used and share their similes, metaphors, and hyperboles with the class.

5. **Explain** that during their writing time, students will use their [Revising checklist](#) from Lesson 4 to evaluate and revise their draft for descriptive details. Explain that in addition to whatever other revisions they choose to make, they will need to add at least one simile or metaphor and one hyperbole.

Engage Students Tip

To engage students kinesthetically, have them identify the literary device by holding up cards with the words *simile*, *metaphor*, and *hyperbole*. Alternatively, assign each student a device and instruct them to stand or signal when their device is used.

Culturally Responsive Tip

Be mindful of ableist or hurtful figurative language, such as *turning a blind eye* or *falling on deaf ears*. Discuss why this type of language might be hurtful by reducing possible physical or mental differences to a type of figurative language. Challenge students to come up with creative alternatives.

You Do: Independent Practice & Teacher Conferencing

25 mins

Student Writing Practice

25 mins

Encourage students to use all of the revision strategies they've learned as they revise their writing. Allow more than one day for revisions. Not all targets need to be met in one independent writing session.

1. **Evaluate** their narrative draft for the Revising checklist line *Descriptive details (precise words/phrases, figurative language, sensory details) help my reader picture what is happening*
2. **Add** at least one simile or metaphor to their narrative draft (either a stand-alone sentence or addition to an existing sentence)
3. **Add** at least one hyperbole to their narrative draft
4. **Use** their evaluations to make additional revisions related to descriptive details

Differentiation Tip

If students finish early, have them evaluate and revise for the remaining lines on the revising checklist.

Teacher Conferencing

Use independent writing time to confer with students, make informal observations, keep anecdotal records on students' progress, differentiate instruction, pull students for small group instruction, or conduct formative assessments.

1. **"Look Fors"** in this lesson. Are students doing the following:

- identifying simile, metaphor, and hyperbole

- evaluating their draft for descriptive details, specifically figurative language
- using evaluations to guide revisions
- revising their drafts for descriptive details
- adding simile, metaphor, and hyperbole to their narrative drafts

2. "Look Fors" from previous lessons. Are students doing the following:

- recalling the purpose of figurative language

Conferencing Tip

Pay close attention to how students are using the strategy from the lesson. Assist students in revising their drafts for figurative language.

How will students see this assignment?

Writing Main Quest

Unit = **World 4**

Module = **Mission 4**

Lesson = **Level 5**

Closure

5 mins

An opportunity to conduct an informal assessment, have students reflect on their learning, or celebrate successes.

1. **Have** students find a partner. Decide who is Partner A and Partner B. Have partners share where they revised by adding simile, metaphor, or hyperbole. Have partners read the sentence before and the after version of the sentence. Encourage the listening partner to provide feedback.

Post-Instruction

Enrich & Reteach

Lesson plans can be adjusted to support students who are struggling and can be enhanced for students who are proficient.

1. **Reteach:** To provide extra support, slow the lesson down, devote more time or multiple days to instructing on each component, or provide extra examples or practice with the new learning.
2. **Enrich:** To provide enrichment, challenge students to address their audience by elaborating on their writing by adding details and examples, or descriptive words and phrases.