Lesson Plan: Figurative Language and Songs

Objectives: The student will review figurative language (specifically similes, metaphors, and personification).

The student will listen to excerpts from songs to find examples of figurative language.

The student will circle and label the examples of figurative language on the lyrics sheets that they are given.

The student will continue to practice identifying similes, metaphors, and personification.

SOLS: 8.4 The student will apply knowledge of word origins, derivations, inflections, analogies, and figurative language to extend vocabulary development.

a) Identify simile, metaphor, personification, hyperbole, and analogy.

Materials: I will need the movie maker file with the song excerpts on it in order to be able to play them for them class. I will need the examples of figurative language handout on which I have written which songs I used and what some examples are of similes, metaphors, or personification in those songs. I will need a copy of that sheet for each student and for myself. Another thing that will be needed is a copy of the lyrics in the song excerpts for each student. I will also need the white board and markers so that I can write about the various types of figurative language on the board.

Steps of the Lesson:

Anticipation: During this phase of the lesson, I will ask students what they already know about figurative language. I will write some of the answers on the board. I will then give them my definition and tell them also what the word literal means. I will also ask what they already know about the specific types of figurative language (simile, metaphor, personification). I will write down correct answers in a way that helps us come up with a definition as a class. I will add anything that needs to be added to the definition. I will then give examples of the types of figurative language as well.

I will ask the class why authors or other people use figurative language. I will write down any correct answers and then I will add my answers to them if necessary. Hopefully the students will mention that authors use figurative language to try to make stories more interesting, to try to explain the emotion a character feels, or to try to describe something by comparing it with something else. I will tell the students that the more unique that figurative language is, the more powerful it is likely to be. I will also give the students a few ideas of what the types of figurative language are not.
**Realization:** The students will listen to excerpts from songs and follow along by reading the lyrics sheet that I will pass out to them. They will identify examples of the three types of figurative language we just talked about. Afterwards, we will go over what they should have identified.

**Contemplation:** I will ask students to remind me again what figurative language is and why it is used. Once they do that, I will ask them how they could use figurative language in their lives. Hopefully they will tell me that they can use it in conversation or in their writing!

Board Work:

**Figurative Language:** Language in which someone uses words or expressions to mean something that is not literal.

Literal use of language would occur when someone was using language in the exact way it is defined in a dictionary. If someone is telling you a literal story, they would tell you only the specific facts and would not be exaggerating them in any way.

**Simile:** A comparison of 2 unlike things using the words like or as.

Example: Her eyes were like pools of warm water.

**Metaphor:** A direct comparison of 2 unlike things without using the words like or as. In metaphors, one thing is often said to be another thing.

Example: My boss is a dragon.

His stomach was a bottomless pit; no matter what got thrown into it, it never got full.

**Personification:** Giving human qualities to something that is not human and usually not living. If a story has talking animals, that would be the only example of personification of a living thing.

Example: Love is blind.

The clock ticked away impatiently.

**What the terms are not:** I will also tell students that giving humans the characteristics of animals or objects is not personification. I will let students know that metaphors must be more than just a description.

I will emphasize to students that just having like or as that in a sentence doesn’t make it automatically a simile.

Example of incorrect simile answer: I like her so much.
I will remind them that metaphors and similes both compare **2 unlike** things. I will give them an example of an incorrect answer for a simile.

Example: The sun is like a ray of light.

**Why it's not a simile:** the sun really is like a ray of light! In fact, rays of light on earth come from the sun!