



Figuratively Speaking That Is

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Welcome!




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A is for Alliteration

*Bodacious, Believable, Bouncy, Booming, Blunt But Blithe
and Benevolent Bonnie*

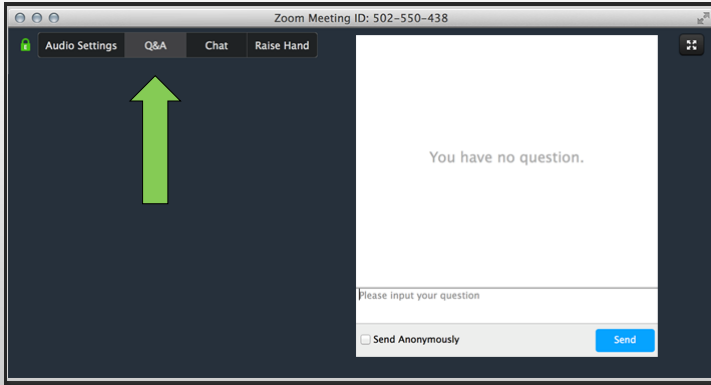
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Webinar Tips to Remember


- If you have a question, please type it into the **Q&A** option.




- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

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Objectives




In this session, we will explore:

- Different types of figures of speech
- What strategies are effective for defining and analyzing figurative language
- Resources for the classroom

Don't forget the guiding questions!


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Why do I need to teach this?




Figurative Language/Figures of Speech

- Plays an important role in reading comprehension, speaking and listening, and writing
- Is used every day
- Is an effective way of communicating abstract ideas/emotions
- Is a crucial part of having strong literacy skills
- Provides interest, beauty, humor, power, and emotion to writing

And don't forget, these reading comprehension skills are assessed on the TABE 11/12 and the GED® test!

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It's in the Frameworks!

CCR.RE.ABE.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

| NRS Level 1 GE: 0.0–1.9 | NRS Level 2 GE: 2.0–3.9 | NRS Level 3 GE: 4.0–5.9 | NRS Level 4 GE: 6.0–8.9 |
|--|---|---|--|
| 4.1. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | 4.2. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. | 4.3. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. a) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | 4.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |

| ipdae  BY EDUCATORS FOR EDUCATORS | | It's Assessed! |
|---|---|----------------|
| TABE 11/12 Level M | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | |
| TABE 11/12 Level D | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. | |
| TABE 11/12 Level D | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | |
| TABE 11/12 Level A/ GED® PLD 1 and 2 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. | |
| TABE 11/12 Level A/ GED® PLD 1 and 2 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. | |
| GED® PLD 1 and 2 | Analyze the impact of specific words, phrases, or figurative language in text, with a focus on an author's intent to convey information or construct an argument | |



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Overview of TABE® 11/12 Reading Content Areas

| | Level L | Level E | Level M | Level D | Level A |
|------------------------------------|------------|------------|------------|------------|------------|
| Phonological Awareness | 23% | | | | |
| Phonics and Word Recognition | 23% | 16% | | | |
| Key Ideas and Details | 28% | 37% | 47% | 47% | 47% |
| Craft and Structure | 16% | 32% | 42% | 38% | 42% |
| Integration of Knowledge and Ideas | 10% | 15% | 11% | 15% | 11% |

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And, it's daily life!



SILVERADO
THE TRUCK
LIKE A ROCK

The pastry is as light as a feather.

My roommate is going through a roller-coaster of emotions.



A frog in the throat




DUNKIN' DONUTS
AMERICA RUNS ON DUNKIN'™



You ain't
nothin' but
a hound dog

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Definitions: Figurative vs. Literal

Literally: words function exactly as defined

The car is blue.
He caught the football.


Figuratively: figure out what it means

I've got your back.
You're a doll.

Figure of Speech: a phrase/word that has a different meaning than its literal meaning by identifying or comparing one thing to another, which has a connotation (meaning) familiar to the audience

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Figures of Speech: There are **100s** of them!

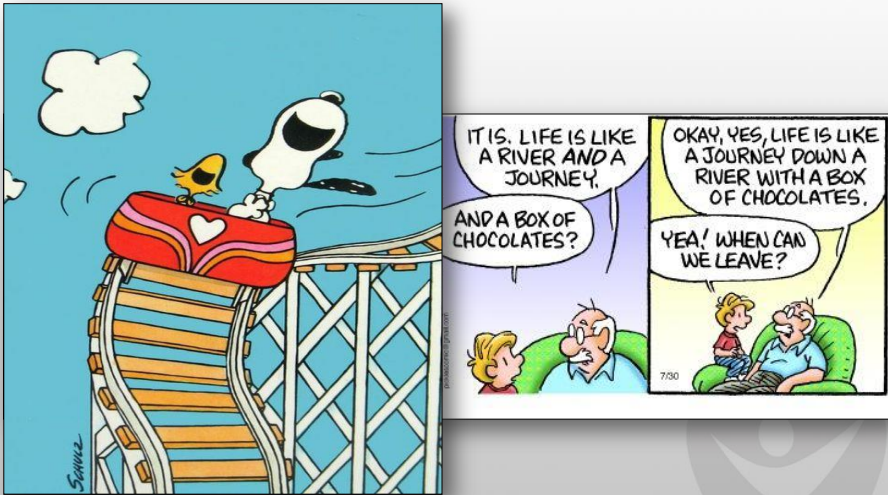
simile
oxymoron
hyperbole
personification
metaphor
idiom
alliteration
pun
onomatopoeia

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A Quick Review!



Life is a roller coaster!

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A Quick Review!

Finally! The Word **'Literally'** Used Correctly

A four-panel comic strip. Panel 1: A man in a red shirt sits on a couch, looking at a laptop. A speech bubble says, "IT'S LITERALLY RAINING CATS AND DOGS OUT HERE!". Panel 2: A woman with blonde hair, wearing a blue raincoat, is being pelted with cats and dogs. She says, "OUCH!". Panel 3: The man from panel 1 is now sitting on the couch, looking at the woman. He says, "I BET THAT LITERALLY HURT.". Panel 4: The woman is still being pelted with cats and dogs. She says, "EVEN IF IT ISN'T, THAT WAS A PRETTY NIFTY BIT OF ALLITERATION".

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THERE MUST BE A CLUE TO POOKY'S DISAPPEARANCE HERE SOMEWHERE...

AHA! COULD THIS BE A TELLTALE TRAIL OF TEDDY BEAR HAIR?


EVEN IF IT ISN'T, THAT WAS A PRETTY NIFTY BIT OF ALLITERATION

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JTM DAVIS

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A Quick Review!

A four-panel comic strip. Panel 1: A man in a patterned shirt is sitting on a couch, looking at a book. A speech bubble says, "DAD, WHAT CAUSES WIND?". Panel 2: The man is still sitting on the couch, looking at the book. A speech bubble says, "TREES SNEEZING.". Panel 3: The man is still sitting on the couch, looking at the book. A speech bubble says, "REALLY?? NO, BUT THE TRUTH IS MORE COMPLICATED.". Panel 4: The man is still sitting on the couch, looking at the book. A speech bubble says, "THE TREES ARE REALLY SNEEZING TODAY.". Panel 5: A man in a patterned shirt is sitting on a couch, looking at a book. A speech bubble says, "MY SCALP IS LITERALLY ON FIRE!". Panel 6: A man in a patterned shirt is sitting on a couch, looking at a book. A speech bubble says, "THIS BACKPACK LITERALLY WEIGHS A TON!". Panel 7: A man in a patterned shirt is sitting on a couch, looking at a book. A speech bubble says, "I LITERALLY LAUGHED MY BUTT OFF!". Panel 8: A man in a patterned shirt is sitting on a couch, looking at a book. A speech bubble says, "HOW WAS YOUR DAY, JEREMY?". Panel 9: A man in a patterned shirt is sitting on a couch, looking at a book. A speech bubble says, "SURPRISINGLY LITERAL.". Panel 10: A man in a patterned shirt is sitting on a couch, looking at a book. A speech bubble says, "I LITERALLY LAUGHED MY BUTT OFF!".



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A Quick Review!

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From the Research

WHERE TO BEGIN – STRATEGIES FOR THE CLASSROOM

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According to the Research

- Figurative language interpretation is based on students' schemata; therefore, direct, or explicit, instruction is needed to provide the knowledge necessary to understand not only the figurative language expressions but the context surrounding them as well. (Palmer and Brooks, 2004)
- Students can capture and remember figurative language more easily in natural language settings as they related the figurative language to their real life. (Devet, 1988)
- The ability to understand figurative language depends on exposure and experience. (Qualls & Harris, 1999)

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According to the Research


- Teacher modeling of figurative language interpretation through daily interactions with a variety of oral and written language is helpful when followed by opportunities for independent practice by students. (Bush, 2013)
- Teachers need to discuss when and why figurative language is used and instruct students to use different types of figurative language. (Palmer and Brooks, 2004)
- Student-created and concrete tools, such as figurative language posters that illustrate literal and figurative meanings are helpful for students to learn figurative language expressions. (Tompkins, 2002)

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Teaching Figures of Speech

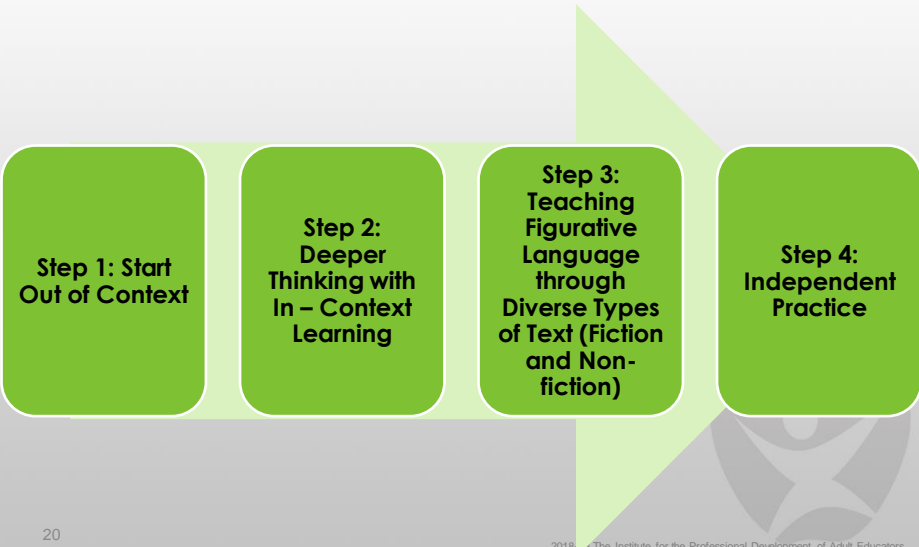


- Students need to be aware of the significance of figurative language in daily life, as well as in literacy texts.
- For English language learners (ELLs), this language is difficult to understand since it cannot be translated literally.
- How can we move students from literal interpretations to figurative expressions?
- How do students' schemata and cultural contexts factor into their interpretation?

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Teaching Figures of Speech




Step 1: Start Out of Context

Step 2: Deeper Thinking with In – Context Learning

Step 3: Teaching Figurative Language through Diverse Types of Text (Fiction and Non-fiction)

Step 4: Independent Practice

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Teaching Figures of Speech

Step 1: Make It Relatable – Start Out of Context

- Provide examples and teach them explicitly what the figurative language device is
- Write phrase on the board and ask students what type of figurative language it is and to explain their answer
- Write phrase on the board and have them “morph” the phrase into an example of a type of figurative language

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Teaching Figures of Speech


Make connections that are meaningful

- Show students how prevalent figurative language is in their lives
- Have students search for figurative language in their lives
- Discuss how figurative language provides a more powerful way to communicate

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Teaching Figures of Speech

Step 2: Deeper Thinking with In-Context Learning

- Use mentor texts to show examples of each type of figurative language being used
 - What is meant by the figurative expression ____?
 - Why did the author choose to use this type of figurative language?
 - How did this type of figurative language add to the text?
 - How did the author use figurative language to enhance the text?

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Teaching Figures of Speech

Step 3: Make it Enjoyable – Teach Figurative Language through Diverse Types of Texts

- Use a poem or song
 - Read aloud or play the text for the students
 - Have students identify the figurative language examples
 - Have students analyze the meaning behind the figurative language used
 - Why did the author/composer choose these words?
 - Why didn't the writer just say what they meant?
 - Why use nonliteral language?
 - What did the figurative language add to the poem/song?

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Teaching Figures of Speech

Step 4: Make it Meaningful with Independent Practice

- Give students activities that challenge them
 - Provide students with text that is filled with figurative language
 - Have students identify the language and then decide on its purpose
 - Why did the author choose this device?
 - What effect is the author trying to achieve?
 - Have students understand the power of figurative language by substituting it with the author's literal meaning and exploring differences

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Teaching Figures of Speech

Provide Activities that Promote Active Learning


- Have students actively engage with figurative language by using devices in their own writing
- Challenge students to use different types of figurative devices
- Use mentor texts that illustrate figurative language
- Have students explain the concept to others

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Tips!





Tips for Students

1. Memorize common literary devices and an example for each one
2. Know the author's intended audience
3. Read text closely and carefully
3. Locate the figurative language (word or phrase) within the passage being read
4. Decipher the literal meaning and determine if that is the message the author is actually trying to convey to the reader
5. Use background knowledge about the word or phrase to decide what meaning the author intended

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Getting Started

A FEW RESOURCES FOR THE CLASSROOM

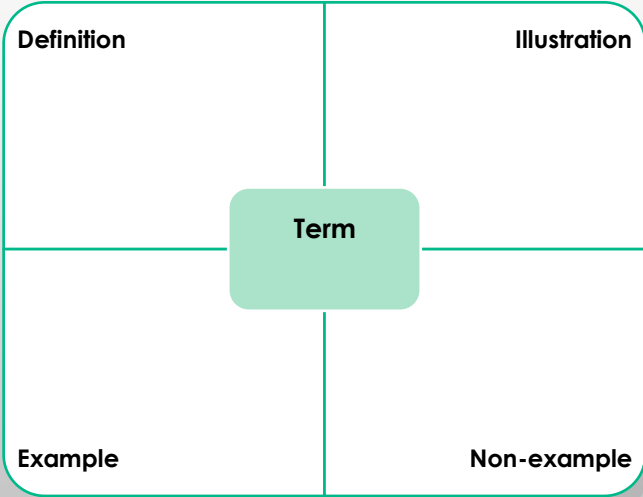
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Frayer Model for Figurative Devices



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It's a Match!

| | | |
|------------------------|--|---|
| Alliteration | Repeated consonant sounds occurring at the beginning of words or within words | Wide eyed and wondering, we waited for other to awaken. |
| Personification | A figure of speech which gives the qualities of a person to an animal, an object, or an idea | The wind whispered softly through the trees. |
| Onomatopoeia | The use of words that mimic sounds | The explosion went BBGGGGGOMMMM MMM!! |
| Metaphor | Two things are compared without using "like" or "as" | The children were busy bees. |

Mrs. Thomas Figurative Language Game


<https://jeopardylabs.com/play/mrsthomas-figurative-language-game>

Figurative Language Games

https://ams.usd385.org/287579_4

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Graphic Organizers

| Example from Text | Type (circle one) | What does it mean? | Why did the author include it in the text? | | | |
|-------------------|--|--|--|--|--|--|
| | Simile Metaphor Hyperbole Idiom | Personification Onomatopoeia Imagery Alliteration | | | | |
| | Simile Metaphor Hyperbole Idiom | Personification Onomatopoeia Imagery Alliteration | | | | |
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| | Simile Metaphor Hyperbole Idiom | Personification Onomatopoeia Imagery Alliteration | | | | |

| Medium | Example | Device |
|--------|---------|--------|
| | | |
| | | |
| | | |

| Word or Phrase | Page in Book | Literal Meaning | Figurative Meaning (meaning in the text) |
|------------------------------|--------------|---|--|
| In the doldrums | 2 | An area near the equator where either strong winds or no winds come and go without warning. | The place where you go to when you aren't thinking. You are not moving or doing anything here. |
| As easy as falling off a log | | | |

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Learning Logs

| Figurative Language Learning Log | | | |
|----------------------------------|---|---|---|
| Figurative Language | Literal Meaning | Intended Meaning | Connection to Real Life |
| Beeline | Bees fly in a certain way when returning to their hive. | A straight line Hurry from one place to another Go rapidly or directly toward | The "Beeline Expressway" in Orlando, Florida, is a highway that connects Orlando to the East Coast. |

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A Little Music Maybe?

Figurative Language –
Similes and
Metaphors. CPALMS
<http://www.cpalms.org/Public/PreviewResourceLesson/Preview/48971>

Magical Musical Tour:
Using lyrics to teach
literary elements
https://www.mensaforkids.org/MFK2/assets/File/Teach/LessonPlans/Lesson_MagicMusicTour.pdf




A dream is like a river ever changing as it flows and a dreamer's just a vessel that must follow where it goes.



Baby you're a firework
come on let your colors burst
Make 'em go "Oh, oh, oh!"
you're gonna leave 'em
fallin' down-own-own

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A fun activity before we leave . . .

Hyperbole – an exaggeration that helps put a picture into the “reader’s” mind. Frequently used in humorous writing.

The town I grew up in was so isolated . . .



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Remember

- Make it Relatable
- Make it Enjoyable
- Make it Meaningful



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WHERE CAN I LOCATE MORE MATERIALS?

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Resources

Check out Florida IPDAE for more resources and ideas!



floridaipdae.org

Resources from the Workbook and the Web

Lesson Plan – Figurative Language in Nonfiction Texts

http://www.floridaipdae.org/dfiles/resources/lessons/ABE/Reading_Lesson_Plans/Figurative_Language_in_Informational_Text/Figurative_Language_in_Informational_Text.pdf

Stay Tuned for . . .

- Reading Matrices Aligned to TABE 11/12 and GED® Tests
- Activities for the classroom and more . . .

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Please complete this quick survey.

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“Reading furnishes the mind only with materials of knowledge; it is thinking that makes what we read ours.”

John Locke

Thank You!

Always here to assist!

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