

## STRATEGY SCENARIO

By: Star Smith

Strategy: Figurative Language/Similes and Metaphor

Content: Instruction that will help students understand that figurative language is intended to make picturesque comparisons, show exaggeration, or convey meaning by stating the opposite of what is meant.

Title: Don't Take it Literally

Time Required: 1 hour

Number of Participants: 8-20

Target Audience: Elementary students

Goal of Activity: Understanding the concept represent by the words rather than the literal meanings associated with the words.

Purpose of Script: By using examples appropriate to pupils experiential/conceptual background to assure that they understand the concept of figurative language and the use of metaphors and similes.

Learning Outcome(s), Gagnes Taxonomy: Verbal/Intellectual/Cognitive

Learning Outcome(s), HEO Taxonomy: Knowledge/Comprehension /Application

Learner Characteristics: Students need to be able to understand the concepts represented by language

Entry Skills: Elementary reading skills

Setting: Small classroom

Media: Backboard, pencils and paper for each student and live instruction.

Process:

Present the concept of figurative language to pupils by writing examples of figurative language on the board, such as

as determined as army ants  
as noisy as a school bus

Guide pupils to discuss what these phrases mean. Provide feedback about the correctness of pupils' responses. Write the following sentences on the chalkboard and ask pupils to complete the sentence with appropriate figurative language phrases that make sense. Choices should be provided if pupils have difficulty coming up with examples of figurative language.

1. The child sat in the corner reading a book.  
She was as \_\_\_\_\_. (suggested answers:  
"cozy as a kitten," "quiet as a mouse,")
2. The boys cleaned the room. It was as \_\_\_\_\_  
(suggested answers: "neat as a pin," "clean as a whistle,")

Point out to pupils how the meanings of the phrases they select fit into the meaning that is conveyed. Use similar examples appropriate to pupils experiential/conceptual background to assure that they understand the concept of figurative language.

Strategy Assessment: post test

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References: Blair, Timothy, Heilman, Aurthur, Rupley, William. Principles and Practices of Teaching Reading. 5<sup>th</sup> edition, Columbus, Ohio: Charles E. Merrill Publishing Co., 1981.