

7 scripted lessons and passages to teach figurative language

SMALL GROUP LESSONS

FIGURATIVE LANGUAGE

The Obscure Forest

Owl and Deer were best friends, but they were as different as night and day. Owl loved the night. Deer was most active during the day. Owl can rotate her head 270 degrees! While Deer certainly cannot.

But they were best friends, nonetheless. Hoo hoo hoo Owl called to her friend down below. "Hi Owl!" Deer called to Owl high up in the tree. "I was just headed off to bed." The moon was a white balloon and the stars danced in the night sky. "Bed?" replied Owl, "but it's time for breakfast." Owl shook her head and giggled. She knew Deer had already been up for hours, enjoying his day. Deer rolled his eyes and pranced away, shouting as he left. "Be careful, it's a jungle out there!"

Owl loved the nights in the Obscure Forest. She believed they were more magical than the days. Deer had told her stories of the buttercup daisies waking up in the mornings and the birds singing harmonious tunes, but Owl preferred the fireflies that serenaded the night skies.

Types of Figurative Language

Authors can use many different types of figurative language.

- The author included many types of figurative language in the text. Find examples of the following:
Onomatopoeia
Simile
Personification
Metaphor
Hyperbole
- Would the text be as interesting without the various types of figurative language? Explain.

STRATEGY LESSON #2

FOCUS: Types of Figurative Language

Objective: Students will understand the difference between types of figurative language.

TARGET: Today we are going to spend some time learning about different types of figurative language.

Name: _____ Date: _____

Organize Your Thinking: Find examples of each type of figurative language, then explain its meaning.

Simile Example: Meaning:	Metaphor Example: Meaning:
Idiom Example: Meaning:	Personification Example: Meaning:
Onomatopoeia Example: Meaning:	Hyperbole Example: Meaning:

Discussion Questions:

- How do the various types of figurative language help you understand the ways Owl and Deer are different?

Types of Figurative Language

Authors can use many different types of figurative language.

Simile A metaphor directly compares two things.	Metaphor A metaphor directly compares two things.
Personification Giving human characteristics to non-human things.	Hyperbole An exaggeration.

Similes & Metaphors

Authors can use similes and metaphors to compare two things.

Both similes and metaphors make a comparison between two things.

Similes Similes use the words like or as to make a comparison between two things. Meg and Sam were such good friends. They were like two peas in a pod.	Metaphors Metaphors directly connect the two things by stating what something is. After a long week at work, Caleb was a couch potato all weekend.
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Personification

Authors can use personification to give human characteristics to non-human things.

Hyperbole

Authors can use hyperbole to emphasize a point in their writing.

When authors use hyperbole to make a point in their writing.

My to do list is a mile long.

He to do list isn't really that long in length. This hyperbole helps emphasize the point of the to do list.

Hi

LESSON PLANS

READING PASSAGES

STRATEGY CARDS

3

REASONS TO LOVE

THESE SMALL GROUP LESSONS

TIME-SAVING

Stop searching for small group resources. This bundle includes EVERYTHING you need for a successful small group lesson on understanding figurative language.

LOW PREP

These lessons are seriously just print and teach. Pick the objective you want to cover, print the materials, and you'll be all set to teach your lesson. It will take you just a few minutes each week to print and prep your small group lessons.

EASY TO USE

Each lesson set follows a simple easy-to-use framework. If you are uncertain how to structure your small group lessons, this resource is perfect for you. You can finally feel confident in how you teach your small group lessons.

Name: _____ Date: _____

Organize Your Thinking: Find examples of each type of figurative language, then explain its meaning.

Simile Example: Meaning:	Metaphor Example: Meaning:
Idiom Example: Meaning:	Personification Example: Meaning:
Onomatopoeia Example: Meaning:	Hyperbole Example: Meaning:

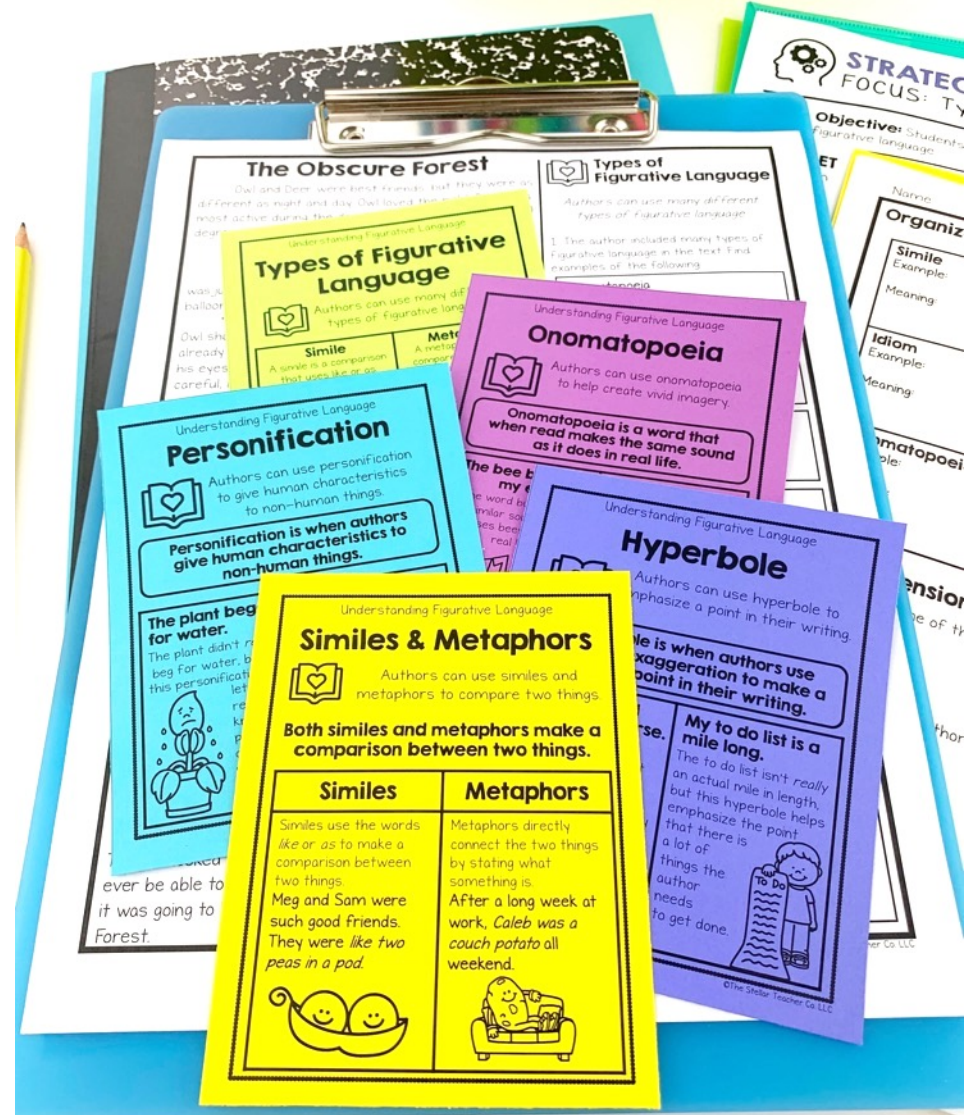
Comprehension Questions:

1. What are some of the ways Owl and Deer are different? Are they similar?
2. Explain what the author meant by the phrase *Owl had a list of things to do that was a mile long!*
3. If Owl and Deer were both awake at the same time, how do you think their friendship would change?

WHAT'S INCLUDED?

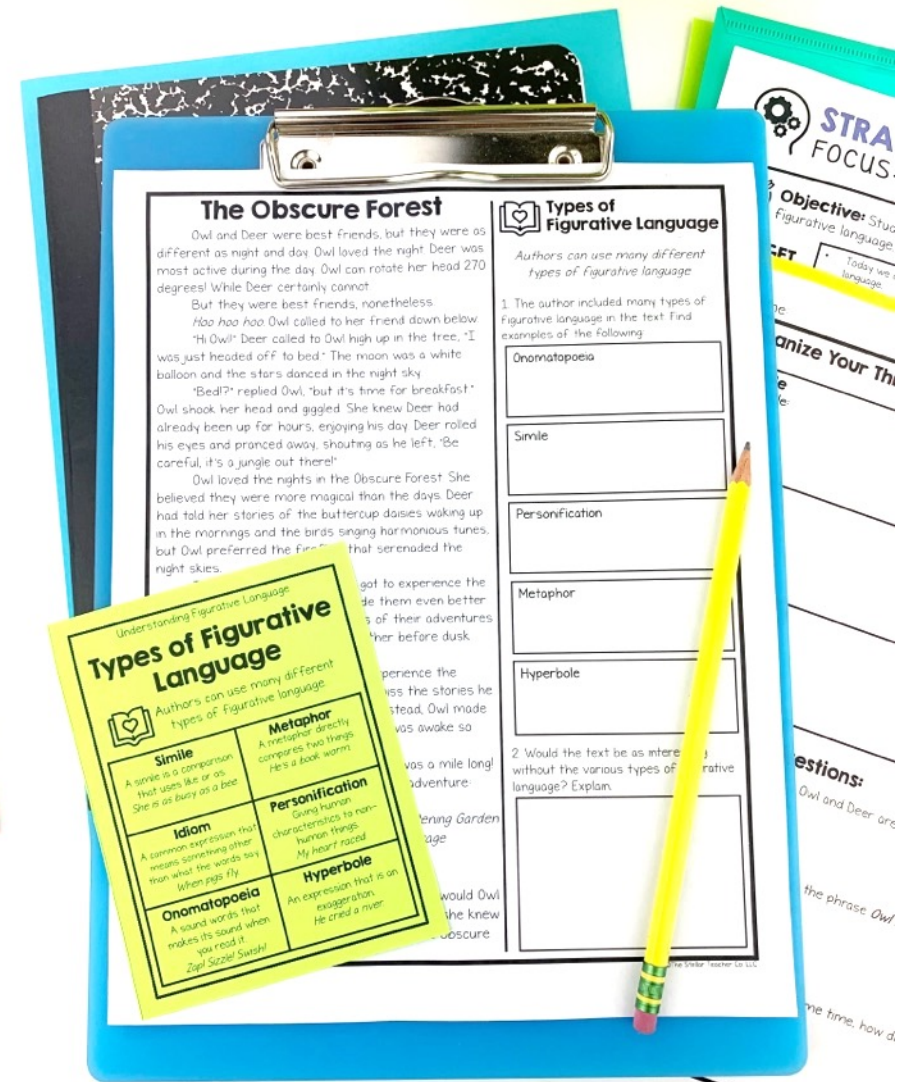
7 READING SMALL GROUP LESSON SETS

- 7 Scripted Lesson Plans
- 7 Reading Passages
- 7 Response Sheets/ Graphic Organizers
- 7 Strategy Cards (AKA Mini Anchor Charts)
- Digital Versions
- Answer Key
- Small Group Teacher Guide



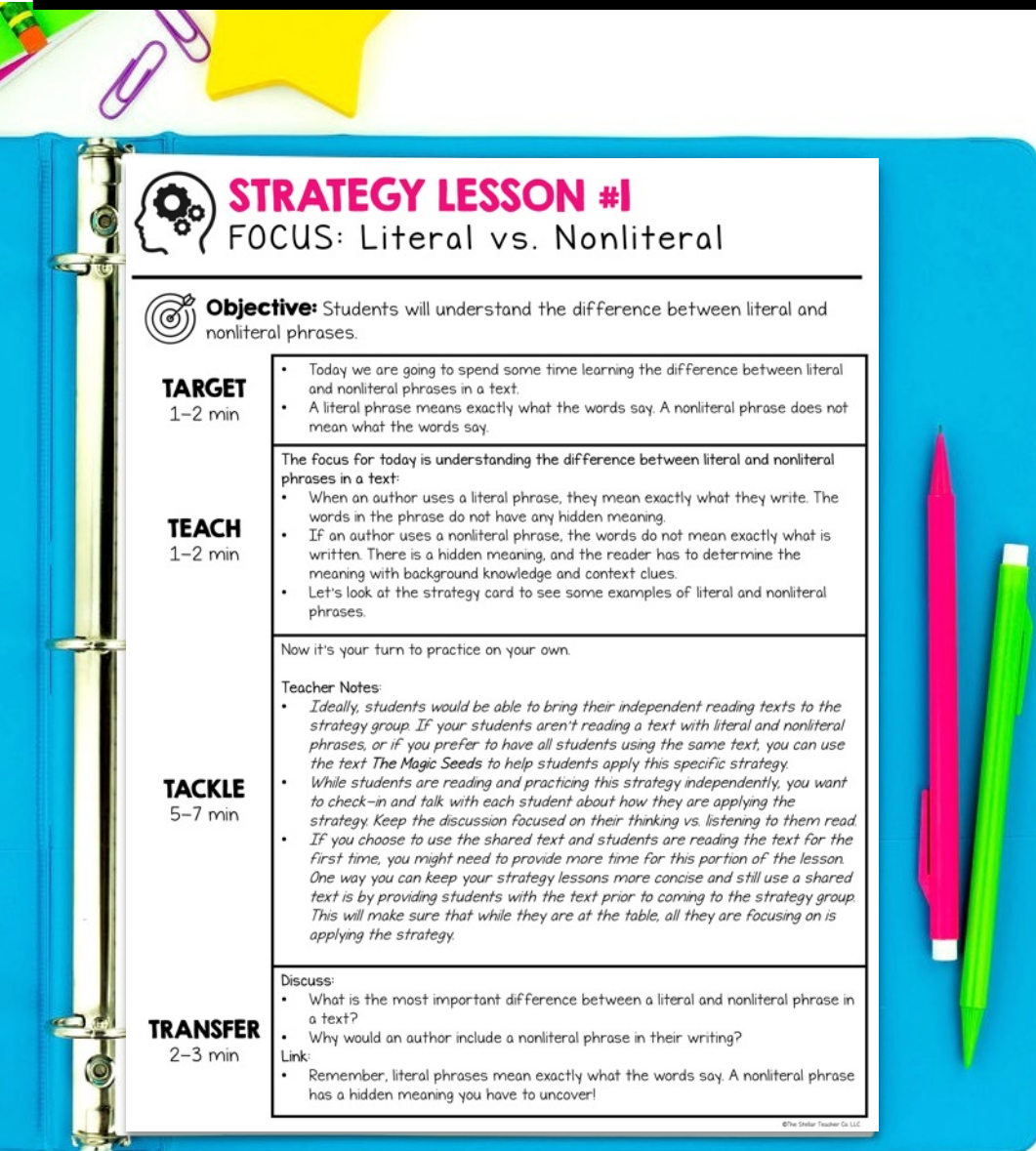
WHAT SKILLS DO THESE LESSONS COVER?

- Lesson #1: Literal vs. Nonliteral Phrases
- Lesson #2: Types of Figurative Language
- Lesson #3: Similes & Metaphors
- Lesson #4: Personification
- Lesson #5: Hyperbole
- Lesson #6: Onomatopoeia
- Lesson #7: Idioms, Adages, & Proverbs



WHO NEEDS THIS RESOURCE?

THIS RESOURCE IS PERFECT IF YOU ARE A...



- 4th or 5th grade reading teacher
- 3rd grade teacher with strong readers
- 6th grade teacher looking for remedial resources
- Intervention teacher
- Tutor
- Literacy coach looking for resource for your teachers
- Parent who wants to provide enrichment at home
- Student teacher

Just print the set you want to teach, and you're set for a stellar small group lesson.

LOW PREP and EASY-TO-USE



STRATEGY LESSON #7

FOCUS: Idioms, Adages, & Proverbs



Objective: Students will understand how authors use idioms, adages, and proverbs to express a big idea.

TARGET
1-2 min

- Idioms, adages, and proverbs going to spend time reading

TEACH
1-2 min

- The focus for today is identifying other than what the word meaning something will be
- Adages are well-known pictures is worth a thousand words
- Authors sometimes use that shares a piece of doctor away.
- Idioms, adages, and their writing.

TACKLE
5-7 min

Now it's your turn to practice

Teacher Notes:

- Ideally, students work in a strategy group. If not, use a proverb, or if you have the text *Gabi's Year*
- While students are to check-in and Keep the discussion
- If you choose to first time, you One way you can text is by providing This will make explaining the

Gabi's Year

Gabi had been preparing for this moment for her entire life. Winning the National Cheer Championship has always been her greatest dream. Since the day she saw the championship on tv, she knew she wanted to compete. Was cheerleading the most important thing in Gabi's life? Absolutely.

The National Cheer Championship was held in Daytona, Florida. And every year Gabi thought she and her teammates were going to make it, but it just hadn't been their time to shine... yet.

This year they were going!
"This is *our* year," Gabi said into her phone. She was on the phone with her best friend and teammate Zach. Zach was the best tumbler on the team. "I know it is Gabi, but why don't we call it a day? It's almost midnight!" Zach replied. He let out a yawn.

"Ok, okay, get some rest. We will meet up before practice tomorrow!" Gabi hung up the phone, but she wasn't so sure she could sleep. The butterflies in her stomach were flying at full force.

The next morning at breakfast, Gabi didn't say a word. "You are awfully quiet this morning, Gabi, is everything okay?" Gabi's mom asked in nearly a whisper. "I am. Just nerves." Gabi didn't look up from her bowl of cereal. This was the last practice before she and the rest of the cheer team left for Florida. Today was the most important practice of the season. Today more bites to go.



Idioms, Adages, & Proverbs

Authors can use idioms, adages, and proverbs to express a big idea.

1. When Zach says ...why don't we call it a day? What does he mean?

2. Can you find any other examples of idioms in the story? Identify another example and explain what it means:

TAKE A CLOSER LOOK...

SCRIPTED TEACHER LESSON PLANS

Focuses on one bite-sized objective.

Each lesson follows the same 4T lesson structure: Target, Teach, Tackle, Transfer.

Includes the exact words and phrases you should say to help your students master the objective.

STRATEGY LESSON #5
FOCUS: Hyperbole

Objective: Students will understand how authors use hyperbole to emphasize a point in their writing.

TARGET
1-2 min

- Sometimes authors use hyperbole to emphasize a point!
- Today we are going to read a text with hyperbole. Hyperbole is when authors use extreme exaggeration to make a specific point in their writing.

TEACH
1-2 min

The focus for today is identifying and understanding hyperbole in a text.

- Whenever an author uses hyperbole, they are using a nonliteral exaggeration to make a point.
- A nonliteral phrase has a hidden meaning. A nonliteral phrase does not mean what the words say.
- For example, if an author wrote *She was so hungry she could eat a horse!* The author doesn't really mean she could eat a horse.
 - This is an example of hyperbole because it helps emphasize how hungry she actually is.
- When trying to identify hyperbole, you can ask yourself if the phrase is literal or nonliteral. If it is nonliteral and exaggerates a point, it is most likely hyperbole!

Now it's your turn to practice on your own.

TACKLE
5-7 min

Teacher Notes:

- *Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a text with hyperbole, or if you prefer to have all students using the same text, you can use the text *A Sleeping Problem* to help students apply this specific strategy.*
- *While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to them read.*
- *If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group. This will make sure that while they are at the table, all they are focusing on is applying the strategy.*

TRANSFER
2-3 min

Discuss:

- Why might an author include hyperbole in their writing?
- What are some ways you can identify hyperbole?

Link:

- Remember, a nonliteral phrase has a hidden meaning, it doesn't mean exactly what the words say.

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TAKE A CLOSER LOOK...

STUDENT PASSAGES & RESPONSE PAGES

Student passage written for each lesson objective.

The Eruption of Hunga Tonga

Imagine waking up in the middle of the night to unusual sounds, like a BOOM.BOOM.BOOM! That is exactly what happened to Iris and her family who live in Alaska.

When Iris was awoken in the middle of the night to a loud series of booms, she wasn't sure what to think. She thought maybe somebody was trying to break in the house! Thousands of miles away, Larsea woke to similar sounds. She thought maybe somebody was setting off fireworks. Both families were hearing the eruption of an underwater volcano near Tonga.

The eruption took place over 6,000 miles away from Alaska! The Hunga Tonga volcano eruption was so massive it sent sound waves and a tsunami throughout the Pacific Ocean. Tonga is a country in the south Pacific Ocean.

Around 170 islands make up the Kingdom of Tonga and the eruption took place on one of the islands. Images of the eruption, taken from space, show a huge plume rising from the underwater volcano. A plume is a puff of smoke. The smoke resembled a giant mushroom.

A shockwave, a strong pressure wave, followed the explosion. A shockwave moves faster than the speed of sound! The shockwave caused a sonic boom, or explosive noise. This is the noise Iris, Larsea, and many others could hear miles and miles away.

The massive eruption also caused a tsunami. A tsunami is a tall, long ocean wave that can cause major destruction. Tsunamis are often caused by earthquakes. Tonga's capital city was hit by the 4-foot tsunami. Along with flooding from the wave, a thick layer of volcanic dust covered the city.

TONGA BY THE NUMBERS

Population: 98,200	The kingdom is made up of more than 170 islands.
Tonga has been inhabited for around 3,000 years.	Tonga has 289 square miles of land.

Onomatopoeia

Authors can use onomatopoeia to help create vivid imagery.

1. List any examples of onomatopoeia from the text:

2. Why do you think the author chose to include onomatopoeia in a nonfiction text?

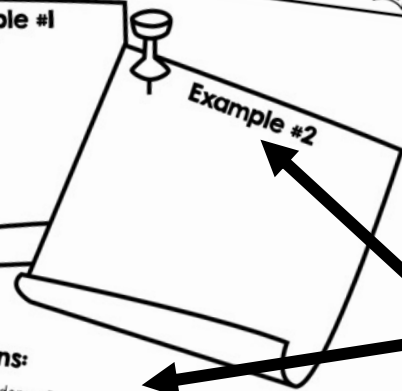
3. What are some other examples of onomatopoeia that could have been included in the text? List 3-5:

For Thinking: Write two sentences including onomatopoeia that could be included in the text the Eruption of Hunga Tonga.

Onomatopoeia is a word that when read makes the same sound as it does in real life.



Example #1



Questions:

- 1. How many islands are in the Kingdom of Tonga?
- 2. How far away could the sound that could be heard over 6,000 miles away in Alaska?
- 3. How did the smoke from the eruption look like in satellite images?

Questions to help students apply the focus skill to the passage.

Includes graphic organizer & three general comprehension questions.

TAKE A CLOSER LOOK...

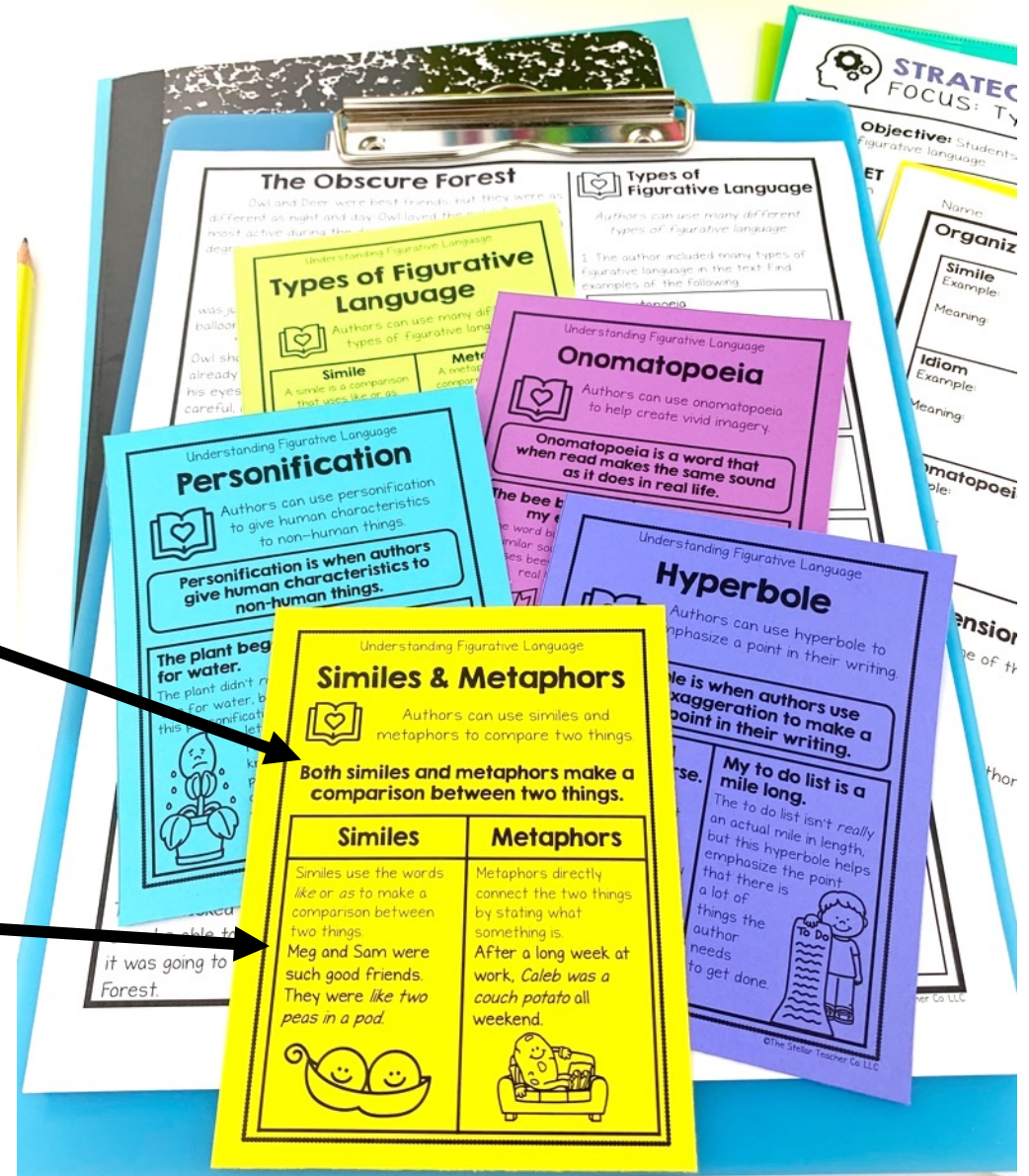
STRATEGY CARDS (AKA MINI ANCHOR CHARTS)

Strategy card for each lesson objective.

Student friendly definition or explanation.

Includes questions, steps, a process, or a visual reminder of how to apply that focus skill.

Great to place on a strategy ring!



TAKE A CLOSER LOOK...

ANSWER KEY WITH POSSIBLE ANSWERS

An Unlikely Treat

Many types of animals call the Berlin Zoo in Germany their home. Bison, ibexes, reindeer, and elephants can all be seen on a visit to the zoo. And although these animals may seem very different, they do have one thing in common: they love to snack on Christmas trees!

In December local German businesses donate Christmas trees to the zoo. They are most often conifers. A conifer is a type of tree with cones and needles. Many animals can eat this type of tree. The trees make the animals very happy! The zookeepers say the animals are as playful as kittens when they receive such a special treat.

The animals enjoy the unusual shapes and smells of the conifers. It is like having a new toy to play with! The trees also provide a source of nutrition for the animals. Christmas trees have a sweet resin that is high in nutrients.

The Berlin Zoo is not the only zoo who rewards their animals with such an unlikely treat. Many zoos all over the world are starting tree donation provides to provide their animals access to trees.

After tree donations, zoo animals can be seen munching on needles and scratching their backs on the branches. You could even say these animals are as happy as a clam! And the zookeepers were too. The trees provided a new source of entertainment for the animals which is good for their health.

Christmas trees are gold to a zoo animal. Even animals who do not normally eat plants find joy in playing with trees. The needles, bark, and smells can be new and exciting for an animal at the zoo!

FUN FACTS

- In the United States, around 30 million real Christmas trees are sold every year.
- Christmas trees are recyclable.
- Christmas tree use to hang like chandeliers in Poland.
- Christmas trees take nearly a decade to grow.

Similes & Metaphors

Authors can use similes and metaphors to compare two things.

1. Can you find two similes in the text? List them below:

- Animals were as playful as kittens
- Animals were as happy as clams

2. In your own words, explain what the author meant by the similes:

Answers will vary.
Students should be able to explain the author used the similes to help the reader visualize how happy the animals were to have the trees.

3. The author wrote Christmas trees are gold to a zoo animal. Is this a simile or metaphor?

This is an example of a metaphor.

4. How do you know? Explain your answer above.

It is an example of a metaphor because it directly connects two things - Christmas trees and gold.

Graphic Organizer

For Thinking: _____ Date: _____

Similes	Metaphors
Examples like or as to make a comparison between two things.	Metaphors directly connect the two things by stating what something is.
Examples could be included in the text: - as sweet as - as sandy to the	Write a metaphor that could be included in the text: Happiness is electric and it spread throughout the zoo! Explain its meaning: The metaphor describes happiness as electric to emphasize how excited the animals at the zoo were about their special treat.

Questions:

1. Feature including facts. How are the facts connected to the information about zoos receiving Christmas tree donations for the most interesting facts about Christmas trees.

2. Fiction or nonfiction? How do you know?
This is nonfiction because it is sharing information/includes

3. Do you think the animals are happy about the animals getting Christmas trees? Why or why not?
Animals happy. Trees also provide nutrition to the animals and

Includes possible answers for the questions on the front of the reading passage.

Also includes possible/suggested answer options for the graphic organizer and comprehension questions.

The Obscure Forest

Owl and Deer were best friends, but they were as different as night and day. Owl loved the night. Deer was most active during the day. Owl can rotate her head 270 degrees! While Deer certainly cannot.

But they were best friends, nonetheless.

Hoo hoo hoo Owl called to her friend down below.

"Hi Owl!" Deer called to Owl high up in the tree, "I was just headed off to bed." The moon was a white balloon and the stars danced in the night sky.

"Bed?" replied Owl, "but it's time for breakfast."

Owl shook her head and giggled. She knew Deer had already been up for hours, enjoying his day. Deer rolled his eyes and pranced away, shouting as he left, "Be careful, it's a jungle out there!"

Owl loved the nights in the Obscure Forest. She believed they were more magical than the days. Deer had told her stories of the buttercup daisies waking up in the mornings and the birds singing harmonious tunes, but Owl preferred the Fireflies that serenaded the night skies.

The fact that Deer and Owl got to experience the forest in such different ways, made them even better friends. They loved to share stories of their adventures in the few moments they had together before dusk turned to night.

Owl often wished Deer could experience the nights with her, but then she would miss the stories he shared of his days in the forest. So, instead, Owl made sure she embraced every second she was awake so she could share her tales of night.

Owl had a list of things to do that was a mile long! She scanned the list to pick out her next adventure:

- o Visit Toadstool Village
- o Hunt for good luck charms in Glistening Garden
- o Sneak through the streams of Mirage Mountain
- o Capture Fireflies at Cosmic Forest

They all looked like fascinating escapades, how would Owl ever be able to choose!? Whatever she chose, she knew it was going to be another magical night in The Obscure Forest.

Types of Figurative Language

Authors can use many different types of figurative language.

1. The author included many types of figurative language in the text. Find examples of the following:

Onomatopoeia

Simile

Personification

Metaphor

Hyperbole

2. Would the text be as interesting without the various types of figurative language? Explain.

works in both
VIRTUAL &
In person
CLASSROOMS

INCLUDES TEACHER GUIDE

Are you new to using small groups in your classroom? No worries! We got you!

This resource also includes a 2 page teaching guide PDF that walks you through all the ins and outs of strategy groups. You also get a generic strategy group lesson plan along with sentence starters so you can create your own strategy lesson plans.

Strategy Group FAQs
Strategy groups are an effective tool for...
group instruction, it can...
Here are some...

TEACHING GUIDE: Strategy Groups

What is a strategy group?
A strategy group is a small group reading lesson that focuses on teaching students a reading strategy that will help them be more independent readers. Strategy groups are short-term, include students from a variety of reading levels, and provide guided support for students who all seem to struggle with a specific reading skill. You can pull a strategy group for ANYTHING that will help your students grow as readers - book selection, comprehension skill, responding to reading etc.

Why should I prioritize strategy groups?

- Strategy groups can save you time. When you identify students who have similar needs you can address all of them in a strategy group.
- It helps fill in the gaps. Not every student in your guided reading groups will have ALL the same skills, even if they are all on the same level. You can use strategy groups to fill in the gaps for students across multiple levels.
- Practicing reading strategies in small group can be much more engaging for students than independent practice.
- Some students need more support than others and strategy groups are another way you can help students become more independent with the strategies you teach.

Strategy Group Reminders:

- Small Group Instruction
- 10 minutes
- Focused on ONE strategy
- Students from various levels
- Students can use their own text

How should I structure my strategy group?
Strategy groups are meant to be short and concise. This is a time to reinforce, remind, and practice a strategy that students have been previously taught either during a whole group mini-lesson or in a guided reading lesson. The goal is to give students a quick win that will help them experience some comprehension success. The following can be a really effective framework for strategy group lessons.

Target	Teach	Tackle	Transfer
Tell students why they have been gathered together and share the target skill/strategy you will be focusing on. Be explicit. Tell them WHAT the skill is, and HOW it will help them as a reader.	Teach students a very specific process or set of steps they should follow. Quickly model what this will look like in a text you are reading. Remind students of the first time you taught this skill/strategy and discuss how it helps them as readers.	Give students time to tackle the target skill on their own. Let them practice with the independent book they brought to the strategy group or a short text you provide. During this time check in with each student, and see if they are able to apply the target skill.	Prepare students to apply this skill/strategy to future independent reading texts. Restate target skill and ask students to explain how it helps them as a reader and the steps they can take to apply that skill to their reading.
1-2 minutes	1-2 minutes	5-7 minutes	2-3 minutes

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NEED MORE THAN JUST THIS SET?

CHECK OUT SOME OF MY OTHER SMALL GROUP LESSON SETS.

107 scripted lesson sets to teach key reading skills

STRATEGY LESSONS YEAR - LONG Bundle

LESSON PLANS
READING PASSAGES
STRATEGY CARDS

[Click HERE for the bundle.](#)

includes comprehension questions & graphic organizers

STRATEGY LESSONS MAIN IDEA

12 LESSONS

LESSON PLANS
READING PASSAGES
STRATEGY CARDS

[Click HERE for the main idea set.](#)

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10 LESSONS

LESSON PLANS
READING PASSAGES
STRATEGY CARDS

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8 LESSONS

LESSON PLANS
PASSAGES
STRATEGY CARDS

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scripted lessons and passages to teach theme

STRATEGY LESSONS THEME

4 LESSONS

LESSON PLANS
READING PASSAGES
STRATEGY CARDS

[Click HERE for the theme set.](#)

includes comprehension questions & graphic organizers

STRATEGY LESSONS AUTHOR'S PURPOSE

10 LESSONS

LESSON PLANS
READING PASSAGES
STRATEGY CARDS

[Click HERE for the author's purpose set.](#)

LET'S CONNECT



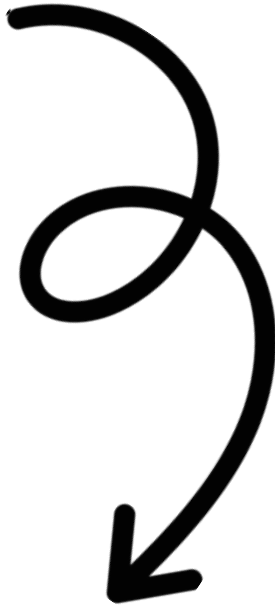
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STELLAR TEACHER PODCAST

with Sara Marye



Each week I share actionable tips and easy strategies that you can implement immediately. Tune in on your drive to work or as you're setting up your classroom for the day.



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