Figurative Language Lesson Plan: Grade 8

Grade Level: **Eighth Grade**   l   Duration: **Two days, 30 minutes per lesson**

Objective

In this lesson, eighth graders use BrainPOP resources to understand and apply figurative language.

Students will:
1. **Build Background Knowledge:**
   - Watch the BrainPOP Figurative Language and Similes and Metaphors movies.
2. **Think and Do:**
   - Vocabulary: Define vocabulary and use in a sentence.
   - Graphic Organizer: Think of a topic for a poem then brainstorm similes and metaphors about the topic.
3. **Assess:**
   - Take the Figurative Language quiz.
   - Take the Similes and Metaphors Challenge.

Preparation

- Preview the BrainPOP movies Figurative Language and Similes and Metaphors to plan for any adaptations.
- Create and schedule Day 1 assignment: Figurative Language movie, Vocabulary, and Quiz.
- Create and schedule Day 2 assignment: Similes and Metaphors movie, Graphic Organizer, and Challenge.

Before the Lesson

Background knowledge helps students make sense of new ideas and experiences. To activate prior knowledge, ask these questions:
- *"He is strong as an ox."* Draw your interpretation of this statement.
- What do you picture when you hear the phrase "strong as an ox"?

DAY 1: Build Background (10 minutes)

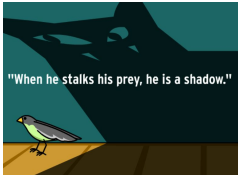| Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
  1. Watch the Figurative Language movie. Click pause at noted time codes to discuss key ideas: Timecode **1:18**: What's the difference between literal and figurative language? Timecode **3:45**: Why are metaphors more powerful than similes? Why are indirect metaphors particularly effective? Timecode **5:38**: How is this list of names an "allusion" to Mount Rushmore? Why are allusions an effective use of figurative language?	● Print the movie transcript and highlight evidence that answers each of the discussion questions. ● Two students act out the transcript, one as Tim and the other as Moby.	● Set a **specific viewing purpose** for individual students or small groups based on **lesson objectives and student readiness**. For example, have students focus only on similes and metaphors. ● Pause at two key points and prompt students to **summarize**. ● **Support recall** by having students draw one or two key ideas from the movie.	● Pause for new **vocabulary**. Use the word in a sentence. Prompt students to say the word and repeat the sentence. Invite them to draw a picture of the word. ● Create a **word wall** with vocabulary and the drawing. ● Pause at key points and ask the **discussion questions** in the student's home language or English.

DAY 1: Think & Do (10 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
Vocabulary (A-Z icon) 2. Students open their Vocabulary assignment. Or, if not using Assignment Builder, model how to open Vocabulary. Students click "Flip All" or each term individually. To hear a term read aloud, click the speaker icon. (speaker icon) Students type a definition and sentence for each term. When they finish, students click **Save**, then **Submit To Teacher** and/or print out.	● Print Vocabulary. (Print button) ● Students write a definition and sentence for each term.	● Assign **appropriately challenging words** to individual students. ● Assign a few of the six terms to individual students to **define** and **use in a sentence**. ● As a challenge, students can **add two additional terms**, writing a definition and sentence for each.	● Say the term(s) in students' **home language**. Then say the words in English. Have the student repeat in English. ● Use the **term in a sentence**. Prompt students to say the word and repeat the sentence. ● Have students use images to describe each term. ● Click the **speaker icon** to hear the term read aloud. (speaker icon)

DAY 1: Assess (10 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
[Quiz icon] 3. Students open their Quiz assignment. Or, if not using Assignment Builder, model how to open the quiz. If you assigned the quiz, you will see students' results in your Dashboard. If not assigned, students click **Submit to Teacher**.	● Print the quiz for students to complete.	● **Read aloud** the questions and answers. ● **Reduce the number** of questions and/or possible answers (using the Quiz Mixer). ● **Support recall** by revisiting movie drawings.	● **Read aloud the quiz** in students' home language. ● **Highlight the key vocabulary** in a printable version of the quiz. ● **Support recall** by having students review drawings they made during the movie.

DAY 2: Build Background (10 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
"When he stalks his prey, he is a shadow." [movie thumbnail] 4. Watch the Similes and Metaphors movie. Click pause at noted time codes to discuss key ideas:	● Print the movie transcript and highlight evidence that answers each of the discussion questions. ● Two students act out the transcript, one as Tim and the other as Moby.	● Set a **specific viewing purpose** for individual students or small groups based on **lesson objectives and student readiness**. For example, have students focus only on similes. ● Pause at two key points and prompt students to **summarize**. ● **Support recall** by having students draw one or two key ideas from the movie.	● Pause for new **vocabulary**. Use the word in a sentence. Prompt students to say the word and repeat the sentence. Invite them to draw a picture of the word. ● Create a **word wall** with vocabulary and the drawing. ● Pause at key points and ask the **discussion questions** in the

Timecode **0:38**: Why might you use a simile or metaphor when writing?

Timecode **1:07** What makes this statement a simile?

Timecode **1:35**: What does this metaphor tell you about how Otto hunts?

student's home language or English.

DAY 2: Think & Do (10 minutes)

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Graphic Organizer 5. Students open their Graphic Organizer assignment. Or, if not using Assignment Builder, model how to open the graphic organizer. When they finish, students click **Save,** then **Submit To Teacher** and/or print out.	● Print the Graphic Organizer for students to complete. 🖨 Print ● Students write in similes and metaphors for their poem.	● **Pre-select** a high-interest topic. Provide an example simile and metaphor. ● Support recall by prompting students to **revisit the drawings** they made after watching the movie.	● Before students write, have them use their home language or English to **discuss what they plan to write**.

DAY 2: Assess (10 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
Challenge 6. Students open their Challenge assignment. Or, if not using Assignment Builder, model how to open the Challenge. If you assigned the Challenge, you will see students' results in your Dashboard. If not assigned, students click **Submit to Teacher**.	● Print the Challenge for students to complete.	● **Read aloud** the questions and answers. ● **Support recall** by revisiting movie drawings.	● **Read aloud the Challenge tasks** in students' home language. ● **Highlight the key vocabulary** in a printable version of the Challenge activity. ● **Support recall** by having students review drawings they made during the movie.