

Teaching Notes

The goal of L.5.5.A is for students to interpret figurative language in context. In order to interpret figurative language, students need to be able to identify similes and metaphors as they are used in literature and poetry, and then figure out the meaning of similes and metaphors. Often, the simplest way to teach figurative language is through the use of poetry.

Activities

1. Bring in two unlike objects. Ask students to create original similes and metaphors describing the objects. Alternatively, have students look around the classroom and choose two unlike objects as the basis for their similes and metaphors.
2. Ask students to write poems using similes and metaphors. As a class, read each poem, identifying the simile or metaphor and discussing what it means in the context of the poem.
3. As a whole class, play the game at the link below to help students learn the concept of metaphors:
<http://robinbneal.com/2013/12/14/teaching-metaphors-and-similes-make-a-game-of-it/>
4. Provide students with a poem or paragraph from a literary work that contains a simile or metaphor. Have students work in pairs to interpret the figurative language using the context of the text.

Additional Resources

Consider these additional resources when teaching L.5.5.A:

- **“Poems to Play With (in Class) Sample Unit of Study for Grades 3–5”**: This resource discusses using poetry in elementary classrooms. The final page lists poems in the public domain:
http://schools.nyc.gov/documents/teachandlearn/poems_to_play_with_in_class_final.pdf
- **“Mending Wall”**: This resource provides an analysis of the poem:
<http://www.shmoop.com/mending-wall/wall-fences-symbol.html>