Georgia Performance Standards Framework for ELA Unit 4 – 5th Grade

Grade: 5
Topic: Conventions: Hyperbole
Instructional unit: Unit 4 “It’s a Matter of Opinion”
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The task:
Task 1: The teacher will explain to students that hyperbole is a figure of speech that uses comparison to make a point. Hyperbole is extravagant exaggeration in comparing one thing with another. This technique enables writers to make a point by describing something in an overly dramatic way. Usually hyperbole is humorous (I was so cold, I had icicles hanging from my nose or Robin ate at least a million chocolate covered strawberries! The teacher will use tall tales, jokes, comical essays, stories, letters, or comic strips to show how hyperbole exaggerates without changing the meaning of a statement. Write a simple sentence on the board, such as ‘The girl is very skinny’ and ask volunteers to brainstorm funny exaggeration, emphasizing that the exaggeration does not change the meaning of the sentence. Then students will practice independently and/or in small groups turning their own statements into hyperbole.

Task 2: The teacher can read Paul Bunyan to the class. Explain to students that Paul Bunyan is said to have been such a large infant that he slept in a covered wagon instead of a crib. As an adult, he supposedly used tree trunks as toothpicks and wagon wheels as buttons. Together, the teacher and students will list things that could be used by such a giant for each of the following items: toothbrush, hat, shoes, dinner, umbrella, baseball and bat, lunchbox, bed, pencil and paper, and table.

Task 3: Have students answer the following questions and discuss:
1. Why does the use of hyperbole add excitement to a story? Why does it add humor?
2. When is hyperbole appropriate? Should politicians use hyperbole when telling voters what he/she will do if elected? Why or why not? Should an advertiser use hyperbole in describing product? Why or why not?

Differentiating Instruction:
- Teacher will give the class a word, such as “skinny.” Class will create a list of objects that can be used to describe “skinny” (i.e. a pole, a baseball bat, a stick, etc.). Teacher will go through several examples with the class.
- Class will create a comic strip. Teacher and/or class will decide on a simple subject (i.e. animals, baseball, summer, etc.). Each student will complete a segment using one hyperbole. When all the students have finished, the teacher will combine segments using chart paper to create a class comic strip.

Modifications/Accommodations:
- For students having difficulties, they can work in pairs to create comic segment.
- Class will create a list of simple sentences to use as examples when working in small groups to create hyperboles.
Focus Standard:
ELA5R3 The student understands and acquires new vocabulary and uses it correctly in reading and writing.
The student
a. Reads a variety of texts and incorporates new words into oral and written language.
d. Determines pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses.
f. Identifies the meaning of common idioms and figurative phrases.
g. Identifies playful uses of language (e.g., puns, jokes, palindromes).

Circumstances of the assignment/Notes to the Teachers: Hyperbole is a tool that writers with a well-developed sense of voice may choose to use. A lesson of using a speaker’s voice should precede the hyperbole lesson.