Georgia Performance Standards Framework for ELA Unit 6-8th Grade

Grade: 8
Topic: Using Picture Books to identifying Figurative Language
Instructional unit: Response to Literature
Contributed By: Leeann Cornett, Angie Markham, Kathy Wood, Candy Alexander, Stephanie O’Sako

The task:
Picture books traditionally use simple, yet effective language; therefore, they are an excellent resource when teaching students about figurative language. This activity is designed as a review.

Teachers will provide the students with a picture book of the teacher’s choice. Each row of students becomes a group. Each group is assigned the task of listening for a pre-determined type of figurative language (e.g., one row listens for personification, one row listens for simile, one row listens for metaphor, one row listens for onomatopoeia, etc.). Students will not be provided with a copy of the picture book; they are to listen intently for the figurative language. Students will be provided with a graphic organizer that is divided into eight sections labeled with the different types of figurative language (e.g., onomatopoeia, personification, simile, metaphor, sensory language, hyperbole, idiom, alliteration). As groups hear an example of their pre-determined figurative language, they will record it in their charts. After the reading, the students will come together in their groups to discuss the examples they heard. The teacher will then call the class back for full discussion, and students will fill in the remaining examples on their charts.

This chart will be kept in the student’s writing handbook or notebook for future reference. Throughout the year, students will add to the chart examples they find from other readings and examples they have used in their own writing.

Modifications:
1. Provide the students a copy of the picture book.
2. Label the graphic organizer and provide an example of each type of figurative language.

Focus Standard:
ELA8R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.
For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:
g. Analyzes and evaluates the effects of sound, form, figurative language, and graphics in order to uncover meaning in literature:
   i. Sound (e.g., alliteration, onomatopoeia, internal rhyme, rhyme scheme, meter)
   ii. Figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, imagery).
Circumstances of the assignment/Notes to the Teachers:
This activity is designed as a review activity.

The figurative language found in this activity could be used to create a bulletin board highlighting the types of figurative language.

Suggested reading includes:

- *Owl Moon* by Jane Yolen
- *In a Pickle and Other Funny Idioms*
- *Mad as a Wet Hen*
- *Fishing Sunday* by Johnson
- *Chicken Sunday* by Polacco
- *Mrs. Katz and Tush* by Polacco
- *Quick as a Cricket* by Wood
- *Sing Down the Moon* by O’Dell
- *A Cache of Jewels* by Heller
- *Merry-Go-Round* by Heller
- *The Hickory Chair* by Faustino
- *Your Foot’s on My Feet* by Terban
- *Many Luscious Lollipops* by Heller
- *The Widow’s Groom* by van Alsburger
- *The Night Thief* by Allen
- *The Big Sneeze* by Brown
- *Kites Sail High* by Heller
- *Jiggle Wiggle Prance* by Noll
- *Storm in the Desert* by Lesser
- *You Push, I Ride* by Levine
- *Here are My Hands* by Martin
- *Old Devil Wind* by Martin
- *How a Book is Made* by Aliki
- *The Wall* by Bunting
- *Smoky Nights* by Bunting
- *The Wednesday Surprise* by Bunting
- *When I was Young in the Mountains* by Bunting
- *My Mama Had a Dancing Heart* by Gray
- *Amazing Grace* by Hoffman
- *Under the Quilt of Night* by Hopkinson
- *Brother Eagle, Sister Sky* by Jeffers
- *Midnight in the Mountains* by Lawson
- *Sky Tree* by Locker
- Excerpts from the *Tale of Despereaux* by Camilla