



SHELL
EDUCATION

Levels

2-4

Go Figure!

Exploring Figurative Language

the early bird
catches the
worm

Move
at a
Snail's
Pace

time is
money

Timothy Rasinski • Jerry Zutell • Melissa Cheesman Smith

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Shell Education

A division of Teacher Created Materials

5301 Oceanus Drive

Huntington Beach, CA 92649-1030

<http://www.tcmpub.com/shell-education>

ISBN 978-1-4258-1625-4

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Introduction and Research

Figurative language is embedded in both written and oral language across all content areas. Familiarizing students with common figures of speech enables them to better understand the world around them in their reading and their social encounters. Figures of speech are a fun way to engage students with phrases in your classroom through bulletin boards, interactive activities, and social speech opportunities.

The overarching term *figurative language* encompasses words or phrases that mean something more or different from their literal definitions. Figurative language includes words used in nonliteral ways through different figures of speech for the purposes of enhancing language and making it livelier. There are many types of figures of speech in the English language, including idioms, proverbs, similes, metaphors, personification, hyperbole, and oxymorons. (See page 7 for more information on the types of figures of speech.) Inferred meaning of a figurative phrase is not something that students learn by dissecting the individual words. Rather, students must study and understand the context of the words or phrases through reading, social speech, and cultural experiences.

This series was designed to make this important part of word study interactive and relevant for students. So, when it comes to teaching vocabulary, don't *sit on the fence*, don't *have cold feet*, and don't *try to pull any strings*. Let us do the honors and *make heads or tails* out of teaching figurative language for your students. Before you know it, you'll be *standing on your own two feet* and teaching figurative language will be *as comfortable as an old shoe*. Moreover, your students will *fall head over heels* in love with figurative language as they read and write.

"Literal" vs. "Figurative"

Figurative meanings are often quite different from the literal meanings. The *literal* meaning of a figure of speech means exactly what each word says. The *figurative* meaning of a figure of speech *implies* or *infers* what the phrase together says in a different way, more than the surface or literal meaning.

Content-Area Themes

When teachers merge literacy into content-area learning, students' vocabularies are improved in positive ways. While figures of speech are not meant to directly teach content, the meanings of the words relate to the content the students are learning and allow students to see how words can play on each other, often through multiple meanings.

Effective teachers can connect literacy to the content areas, which makes for authentic practice and learning. By studying figurative language, and specifically idioms and proverbs, within the content areas, students can associate these figures of speech to academic vocabulary and words they hear in science, social studies, and mathematics. This book is divided into content-area themes so students can connect learning about these idioms and proverbs to content-area vocabulary.

Introduction and Research *(cont.)*

Why Is Figurative Language Important?

Figurative language is part and parcel of oral and written language. Use of figures of speech goes back thousands of years and allows writing to come alive in creative and engaging ways. English is rich in idioms (Harris and Hodges 1995), an important type of figurative language. Since English is filled with such language, it can be a challenge to understand (Blachowicz and Fisher 2014). This is especially true for English language learners who have had even less exposure to experiences involving the figurative meanings of phrases in the English language.

Every learner comes across figurative language that can be difficult to understand because they have not been previously exposed to the figures of speech and/or were not told the meanings or given sufficient clues to make sense of the figurative implications of the words. Children, by their very nature of having limited life experiences, are more likely to encounter figurative language they do not understand. Struggling readers have special difficulty with figurative language because they lack textual experience with it and because their focus tends to be on unlocking the pronunciations of individual words and accessing their literal meanings. English language learners have special difficulty with figurative language because of a lack of English experience and because idioms rarely translate directly from one language to another. Therefore, teachers need to spend time explicitly teaching figurative language in the classroom.

The use of figurative language in writing is a characteristic of high-quality literature (Blachowicz and Fisher 2014). Authors include idioms and proverbs in their writing to clarify their messages and make the writing more interesting to readers. Blachowicz and Fisher (2014) argue that authors use figurative language, including unusual juxtapositions of words, to draw attention to and enlighten us about various aspects of our world. However, if a reader is unfamiliar with the figurative phrase in the text, then he or she is likely to have a poor or limited understanding of those aspects.

Research indicates that children understand relatively simple figures of speech in familiar contexts (e.g., similes and metaphors). As text increases in difficulty, the figures of speech being used become less familiar and more complex. Thus, figurative language can contribute to difficulty in comprehension of rigorous texts. This book focuses on some of those items less familiar to children, especially in the form of idioms and proverbs.

The Importance of Figurative Language

- Figurative language saturates the English language.
- Figurative language has a major impact on written and oral comprehension.
- Figurative language adds a richness, color, and creativity to reading, writing, and thinking.

Introduction and Research (cont.)

The Importance of Studying Figures of Speech

The National Reading Panel (2000) has identified vocabulary as an essential component of effective literacy instruction. When students do not know the meanings of the words and phrases in the texts they read, they are likely to experience difficulty in sufficiently understanding those same texts. Some of the most difficult sentences to understand contain words and phrases that are not meant to express their literal meanings but their figurative ones.

Figures of speech are found everywhere. Students need to be exposed to many different figures of speech for general cultural awareness and to develop an understanding that not all words and expressions are meant to be taken literally. Thus, the study of figurative language is certainly worthwhile, as great awareness and understanding of such language structures can enhance students' understanding of the texts they read. Despite the fact that today's college and career readiness standards recognize the importance of studying figurative language, most core reading or language arts curricular programs do not provide adequate instructional coverage of figurative language. Therefore, the *Go Figure! Exploring Figurative Language* series provides specific and engaging instruction on figurative language for students. As students become more acquainted with figurative language, reading comprehension and written composition will improve.

The major intent of this series is to improve students' reading comprehension and overall reading achievement. However, as noted earlier, high-quality writing is marked by the use of figurative language. Thus, improving students' writing skills is very likely to be a secondary benefit of using *Go Figure! Exploring Figurative Language*. As students' knowledge and use of figurative language improves and expands, the quality of their writing will likely show measurable gains as well.

Steps to Introduce Figures of Speech

1. Read the figure of speech.
2. Think about the literal meaning of the phrase.
3. Predict the figurative meaning of the phrase.
4. Use resources to discover the meaning of the figure of speech.
5. Read the figure of speech in context, as it might be used in the text.
6. Talk about why an author might choose this figure of speech and how it would affect the overall meaning of the text.

Introduction and Research (cont.)

Definitions of Selected Figures of Speech

It's easy to confuse the various types of figurative language. Although all these types of figures of speech are not used in the book, this chart serves as a good reference for you and your students.

	Definition	Example
allusion	referring to a person, place, or thing without mentioning it directly	She acted like a <i>Scrooge</i> .
euphemism	the substitution of a mild or pleasant word for one considered offensive	The family dog <i>passed away</i> .
hyperbole	an exaggerated statement	I'm so hungry <i>I could eat a horse!</i>
idiom	a phrase that means something very different from the literal meaning	He was <i>as hungry as a bear</i> .
irony	a statement or situation that is the opposite of what you expect	That's as strange as <i>a pilot with a fear of heights</i> .
metaphor	a direct comparison between two unlike things	The <i>moon is a mirror</i> .
oxymoron	contradictory terms that appear side by side	The guilty pet sat in <i>deafening silence</i> as her owner cleaned up the kitchen.
paradox	a statement that appears to contradict itself	The story was <i>bittersweet</i> .
personification	an inanimate object is given human qualities	<i>The angry sea seethed endlessly</i> .
proverb	a memorable saying based on facts and generally thought to be true	<i>Do unto others as you want done unto you</i> .
pun	a play on words	Fish are <i>smart</i> because they live in <i>schools</i> .
simile	a comparison (usually formed with "like" or "as") between two things	Her eyes were <i>as bright as the sun</i> .

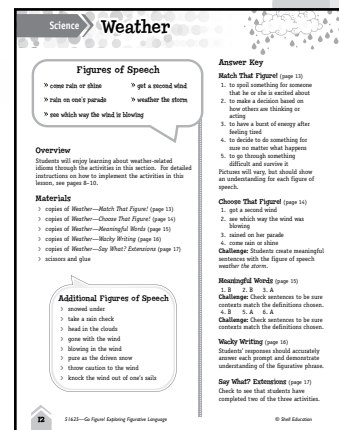
How to Use This Series

Activity Descriptions

Teacher Overview Page

Purpose: This page provides organization for each unit. On this page you will find the following:

1. The five figurative phrases used in the unit
2. Additional figures of speech for the theme
3. Answers for each lesson in the unit
4. Overview materials needed for the lessons in the unit



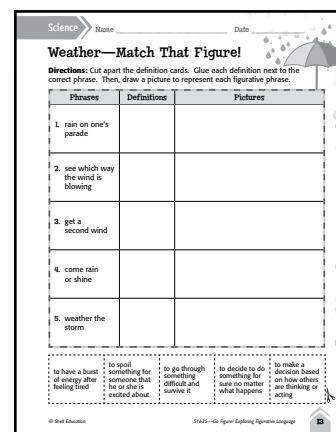
Match That Figure!

Purpose: Provide definitions and orient students to the meaning of each figure of speech.

Preparation: Copy this page with nothing on the back, as it will be cut at the bottom.

Procedure

1. Have students cut apart the definitions at the bottom of the page.
2. Explain each figure of speech while students glue each card next to its corresponding figure of speech. Or, allow students to match the definitions with the figures of speech first and then discuss them.
3. Tell students to draw pictures to help them remember the figurative meanings of the figures of speech.
4. This sheet is great for students to reference while completing the other activities.



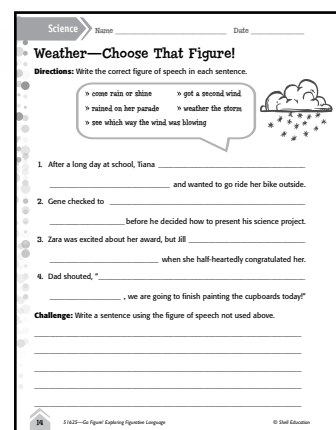
Choose That Figure!

Purpose: Allow students to practice using the figures of speech in context.

Preparation: Copy the activity page and distribute to students.

Procedure

1. Have students read each sentence provided and choose the figure of speech that best completes each sentence.
2. At the end, have students create their own sentences using the figure of speech not used in one of the previous sentences. (If a student chooses an incorrect figure of speech in a previous sentence and then writes a sentence with the wrong figure of speech, he or she should still be given credit for the correct sentence.)



How to Use This Series (cont.)

Activity Descriptions (cont.)

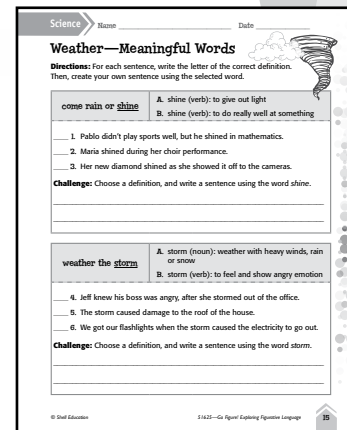
Meaningful Words

Purpose: Provide exploration of multiple meanings of words in context. **Note:** Sometimes, the words will have very close meanings but are different parts of speech. For example, students may have to choose between “doctor” as a person or an action. This helps students pay attention to detail and use familiar words in new ways.

Preparation: Copy the activity page or display it for the class to view.

Procedure

1. For each activity set, have students read the chosen word and review the different meanings of the word. **Note:** Specific definitions were chosen for each word but not every common definition was used.
2. Have students choose which definition matches how the word is used in the context of each sentence. Students can underline or highlight which words they used as context clues to aid in choosing a definition.
3. For the challenge activity, students choose one definition and write a sentence that correctly shows context for the meaning of the word with the chosen definition.



Science Reason Date

Weather—Meaningful Words

Directions: For each sentence, write the letter of the correct definition. Then, create your own sentence using the selected word.

come rain or shine

A. shine (verb): to give out light
B. shine (verb): to do really well at something

1. Pablo didn't play sports well, but he shined in mathematics.
2. Maria shined during her choir performance.
3. Her new diamond shined as she showed it off to the camera.

Challenge: Choose a definition, and write a sentence using the word shine.

weather the storm

A. storm (noun): weather with heavy winds, rain or snow
B. storm (verb): to feel and show angry emotion

4. Jeff knew his boss was angry, after she stormed out of the office.
5. The storm caused damage to the roof of the house.
6. We got our flashlights when the storm caused the electricity to go out.

Challenge: Choose a definition, and write a sentence using the word storm.

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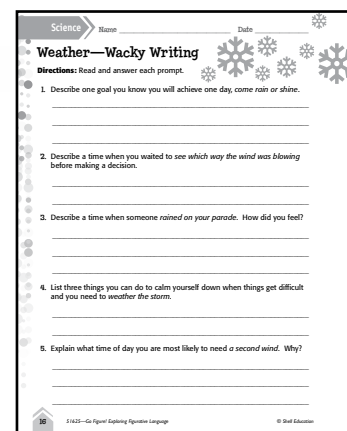
Wacky Writing

Purpose: Practice the meanings of the figures of speech through application in writing.

Preparation: Copy the activity page or display it for the class to view.

Procedure

1. Have students read and answer each prompt.
2. Answers will vary, and correct completion is based on correct application of the figure of speech in the answer.



Science Reason Date

Weather—Wacky Writing

Directions: Read and answer each prompt.

1. Describe one goal you know you will achieve one day, come rain or shine.

2. Describe a time when you waited to see which way the wind was blowing before making a decision.

3. Describe a time when someone rained on your parade. How did you feel?

4. List three things you can do to calm yourself down when things get difficult and you need to weather the storm.

5. Explain what time of day you are most likely to need a second wind. Why?

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How to Use This Series (cont.)

Activity Descriptions (cont.)

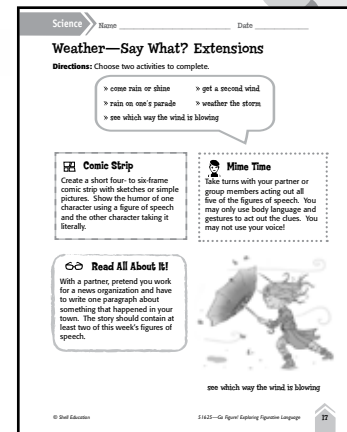
Say What? Extensions

Purpose: Apply knowledge of the figures of speech through critical thinking, language practice, and creativity during challenging and fun activities.

Preparation: Read each activity ahead of time to determine what supplies the students may need, and have these supplies available to the students (e.g., flashcards, markers).

Procedure

1. Have students select and complete two of the three activities provided. Some activities are completed individually, while others are completed with partners or in small groups.
2. **Optional:** You may decide to have students choose only one activity, or complete all activities if time permits.



Correlation to the Standards

Shell Education is committed to producing educational materials that are research and standards based. As part of this effort, we have correlated all of our products to the academic standards of all 50 states, the District of Columbia, the Department of Defense Dependents Schools, and all Canadian provinces.

Purpose and Intent of Standards

The Every Student Succeeds Act (ESSA) mandates that all states adopt challenging academic standards that help students meet the goal of college and career readiness. While many states already adopted academic standards prior to ESSA, the act continues to hold states accountable for detailed and comprehensive standards. Standards are statements that describe the criteria necessary for students to meet specific academic goals. They define the knowledge, skills, and content students should acquire at each level. State standards are used in the development of our products, so educators can be assured they meet state academic requirements.

How to Find Standards Correlations

To print a customized correlation report of this product for your state, visit our website at www.teachercreatedmaterials.com/administrators/correlations/ and follow the online directions. If you require assistance in printing correlation reports, please contact our Customer Service Department at 1-877-777-3450.

How to Use This Series (cont.)

Extension Activities Descriptions

Each extension activity focuses on one type of learning: visual, kinesthetic, auditory, linguistic, spatial, intrapersonal, or interpersonal. This chart explains each extension activity in this book.

Extension	Type of Learning	Explanation
 Comic Strip	visual	Create a comic strip to demonstrate the humor of misunderstanding a figure of speech and how that can lead to confusion.
 Critical Thinking	kinesthetic	Use sketches to have friends guess each figure of speech.
 Drive Me Crazy!	auditory	Use the phrase <i>drive you to the edge</i> in everyday situations.
 Example and Non-example	linguistic	To gain a better understanding of meaning, think, write, and discuss examples and non-examples of the figures of speech.
 Figurative and Literal	kinesthetic	Using creativity, draw a literal and figurative interpretation of the figurative phrase.
 Fishing for a Compliment	kinesthetic	Show comprehension of the phrase <i>fishing for a compliment</i> by writing compliments to people in the real world.
 Floating on Air	intrapersonal	Apply the meaning of <i>floating on air</i> to a personal experience.
 Hands in Motion	kinesthetic	Use hand motions to show comprehension of each figure of speech in a social context.
 I'm the Judge	interpersonal	Apply the meaning of the figurative phrase <i>you can't judge a book by its cover</i> to the real world.
 Look Like a Million Bucks	spatial	Show creativity and understanding of the phrase <i>looked like a million bucks</i> through discussion.
 Matching Game	kinesthetic	Practice matching each definition to its corresponding phrase in a fun and engaging way.
 Memory Game	kinesthetic	Test memory and understanding of the figures of speech by using index cards to paraphrase the definitions.
 Mime Time	kinesthetic	Use body language and gestures to show comprehension of the figures of speech.
 Poetry Time	musical, linguistic	Create a rhyming poem, verse, or song to define each figure of speech.
 Read All About It!	auditory, linguistic	Write a creative short story for a newspaper using at least two figures of speech.
 Say It, Don't Spray It!	linguistic	Write a short story using all the figures of speech.
 Short Story	linguistic	Use at least two figures of speech to write a personal story.
 Sing Me a Song	musical, linguistic	Use a familiar musical beat or tempo to construct a song using a figure of speech.
 Tell Me a Tale	linguistic	Construct a fairy tale using multiple figures of speech.
 Wrong Side of the Law	linguistic	Use the phrase <i>took the law into your hands</i> to explain a historical event.



Figures of Speech

- » come rain or shine
- » get a second wind
- » rain on one's parade
- » weather the storm
- » see which way the wind is blowing

Overview

Students will enjoy learning about weather-related idioms through the activities in this section. For detailed instructions on how to implement the activities in this lesson, see pages 8–10.

Materials

- › copies of *Weather—Match That Figure!* (page 13)
- › copies of *Weather—Choose That Figure!* (page 14)
- › copies of *Weather—Meaningful Words* (page 15)
- › copies of *Weather—Wacky Writing* (page 16)
- › copies of *Weather—Say What? Extensions* (page 17)
- › scissors and glue

Additional Figures of Speech

- › snowed under
- › take a rain check
- › head in the clouds
- › gone with the wind
- › blowing in the wind
- › pure as the driven snow
- › throw caution to the wind
- › knock the wind out of one's sails

Answer Key

Match That Figure! (page 13)

1. to spoil something for someone that he or she is excited about
2. to make a decision based on how others are thinking or acting
3. to have a burst of energy after feeling tired
4. to decide to do something for sure no matter what happens
5. to go through something difficult and survive it

Pictures will vary, but should show an understanding for each figure of speech.

Choose That Figure! (page 14)

1. got a second wind
2. see which way the wind was blowing
3. rained on her parade
4. come rain or shine

Challenge: Students create meaningful sentences with the figure of speech *weather the storm*.

Meaningful Words (page 15)

1. B 2. B 3. A

Challenge: Check sentences to be sure contexts match the definitions chosen.

4. B 5. A 6. A

Challenge: Check sentences to be sure contexts match the definitions chosen.

Wacky Writing (page 16)

Students' responses should accurately answer each prompt and demonstrate understanding of the figurative phrase.

Say What? Extensions (page 17)

Check to see that students have completed two of the three activities.

Weather—Match That Figure!

Directions: Cut apart the definition cards. Glue each definition next to the correct phrase. Then, draw a picture to represent each figurative phrase.

Phrases	Definitions	Pictures
1. rain on one's parade		
2. see which way the wind is blowing		
3. get a second wind		
4. come rain or shine		
5. weather the storm		

to have a burst of energy after feeling tired

to spoil something for someone that he or she is excited about

to go through something difficult and survive it

to decide to do something for sure no matter what happens

to make a decision based on how others are thinking or acting