

## GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - LA, Reading	Cognitive Skill Level - Application	Correlation to Framework - 04.03/04.06	Lesson Number - 14
<p><b>Activity Title - Figurative Language</b></p> <p><b>Goal/Objective</b></p> <p>To critique and analyze a variety of reading passages and use the analysis to explore relationships among ideas.</p> <p><b>Lesson Outline</b></p> <p><b>Introduction</b></p> <p>Many GED students have difficulty understanding figurative language. As they read, they will take common figures of speech such as similes, metaphors, personification and other examples of figurative language literally. They do not have the skills needed to understand how words can be used to paint a picture in their mind of what the writer is trying to convey. This is especially true of personification. Another literary element that may cause students problems is the use of alliteration for effect in reading selections. This lesson focuses on the use of personification and alliteration in reading selections.</p> <p><b>Activity</b></p> <p>Provide students with definitions and examples of personification and alliteration. Discuss with students each of the literary elements and how they are used for effect in writing. Have students find examples of personification and alliteration in real life materials such as brochures, advertisements, newspaper and magazine articles. Have students develop their own examples of personification and alliteration.</p> <p><b>Debriefing/Evaluation Activity</b></p> <p>Have students report on their findings of examples of personification and alliteration from real-life materials. Discuss the use of these elements as opportunities to enrich reading selections and that they can be used to enhance student's own writing. Have student share their own examples of personification and alliteration with the rest of the class.</p>		<p><b>Materials/Texts/Realia/Handouts</b></p> <ul style="list-style-type: none"> <li>• Paper and pencils</li> <li>• Newspaper and magazine articles</li> <li>• Brochures</li> </ul>	
		<p><b>Extension Activity</b></p> <p>Have students write paragraphs incorporating examples of personification and/or alliteration.</p>	
<p><b>Real-Life Connection</b></p> <p>Alliteration is a commonly used element when developing the name of a business. Alliteration provides for a "catchy" business name that is easy for people to remember. Have the students develop their own business names using their first or last names as the basis for the alliteration. For example: "Cathy's Cakes and Cookies." Have the students create a brochure advertising their business.</p>		<p><b>ESE/ESOL Accommodations</b></p> <p>Pair students who need help with another student who will help them.</p> <p>Provide a dictionary.</p> <p>Provide a peer helper for those students who need help.</p>	

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### Activity Title— Figurative Language

#### Introduction

*Say:* Many times writers incorporate figurative language to enhance their writing. They use elements such as personification or alliteration to attract the readers attention. Readers need to recognize these elements and understand how and why they are used.

#### Main Activity

Write the following on the board:      **Personification**      **Alliteration**

*Say:* Today we are going to explore two types of figurative language, personification and alliteration. Personification is a phrase that gives an object human characteristics.

For example: **The thunder grumbled and growled all night.**

*Ask:* Can you think of some more examples of personification. Write the students' responses on the board.

Alliteration is the use of words that sound similar or start with the same letters to create a type of rhythm in writing. Often business owners will develop a name for their business that is easy to remember. Alliteration creates a phrase that is easy to remember.

For example: **Cathy's Cakes and Cookies**

Discuss with students each of the literary elements and how they are used for effect in writing. Have students find examples of personification and alliteration in real life materials such as brochures, advertisements, newspaper and magazine articles. Have students develop their own examples of personification and alliteration.

#### Debriefing/Evaluation Activity

Have students report on their findings of examples of personification and alliteration from real-life materials. Discuss the use of these elements as opportunities to enrich reading selections and that they can be used to enhance student's own writing. Have student share their own examples of personification and alliteration with the rest of the class.