



# Figurative Language

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Language Arts  
Grades 6-8



## Introduction

Students will learn how to define and identify the types of figurative language through classroom discussion and a scavenger hunt. Then, students will incorporate the use of at least five types of figurative language into a piece of creative writing.

## Learning Objectives

- Students will identify the types of figurative language.
- Students will use figurative language correctly.

## Materials Needed

- Journals or index cards
- Examples of figurative language
- Newspaper articles, short stories, books, magazines, etc.
- Notebook paper

## Procedure

### Day 1

1. Students should brainstorm about what they think figurative language means. Students should take roughly 1-2 minutes to develop a definition of figurative language and record their response in a journal/index card/etc. When time is up, ask for a few students to share their responses with the class.
2. Introduce the correct definition of figurative language. Ask students the following questions and discuss them as a class:
  - What is the purpose of figurative language?
  - Why would an author use figurative language?
  - How does figurative language enhance a text?
  - When should an author incorporate figurative language?
3. Introduce the types of figurative language to the class: simile, metaphor, alliteration, idiom, allusion, personification, hyperbole, onomatopoeia, etc. For each type, be sure to give several examples. (Clearly, there are many different types of figurative language. Feel free to only introduce the types that would be beneficial to your students.)

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4. Have students revisit the definition of figurative language that they wrote down at the beginning of the lesson. Students should make any changes or additions based on the correct definition of figurative language that they have now learned.

## Day 2

1. To begin, ask for student volunteers to name types of figurative language. As each type is identified, briefly review what it looks like and how it is used with the class. Once all types of figurative language from the first lesson have been reviewed, please proceed to the next step in the lesson.
2. Prior to beginning the lesson, place newspaper articles, short stories, books, magazines, and other examples of writing around the room. Students will be divided into groups of 2 or 3. Explain that the students will be conducting a scavenger hunt in order to find the different types of figurative language in actual text examples. Students will use the remainder of the class period to read through various texts throughout the room in order to find at least 1 or 2 examples of each type of figurative language. Students should cite the text and source in which the example of figurative language was found, and students must also briefly describe how the figurative language was used in the text (what was it describing, comparing, etc.).
3. Collect student work and review it to ensure that students are correctly identifying the types of figurative language before moving on to the next lesson.

## Days 3 and 4

1. Review any of the types of figurative language that may not have been identified correctly during the scavenger hunt.
2. Read a short story to the class that contains the use of multiple types of figurative language.
3. Explain that the students will be using figurative language in a creative writing. Students should tell an original story (fiction or nonfiction). Within the story, students must use at least five types of figurative language.
4. Allow students time to write their stories. Students may use additional paper to organize their thoughts before writing. (This assignment may be completed as homework if necessary.)
5. Ask for a few volunteers to read their completed stories to the class.



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**Extension:** Instead of reading student work aloud, allow students to pair up. While paired up, students should read one another's work and identify the use of figurative language throughout the story.

## Evaluation

<i>Figurative Language Creative Writing Checklist</i>	
<i>Student uses at least 5 types of figurative language in his/her story.</i>	
<i>Student correctly incorporates figurative language in his/her story.</i>	
<i>Student uses correct grammar and sentence structure throughout his/her story.</i>	