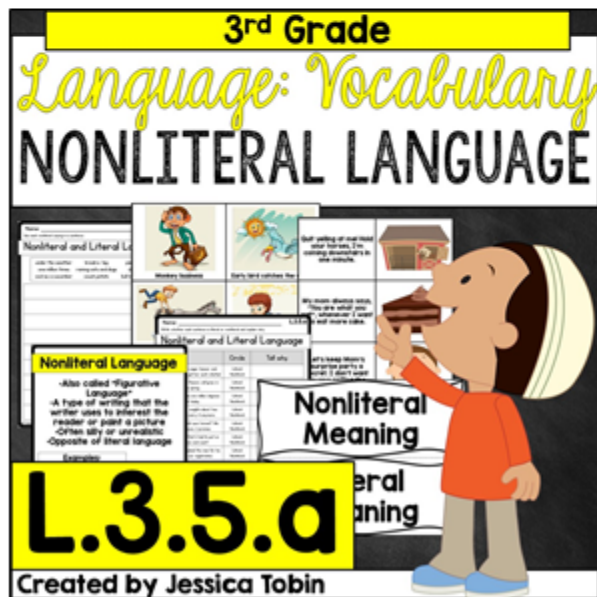


L.3.5.a

This ELA unit provides resources to use while teaching the standard **L.3.5.a**, which states that students will be able to

"Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)."



Using This Unit

Let's look at the structure of this unit.

Lesson Plans

- The lesson plans in these language units usually range between 5-7 steps. Depending on how long you have for mini lessons for Language, you can choose how to break the steps apart. You can teach it over 2 days, or you could stretch the steps out over 5 days. It all depends on the time you have allotted for Language. I suggest at least 10 minutes for your daily lesson, then 15-20 minutes (or more) for practice time. Putting your activities together may take a week to complete.

Graphic Organizers

- These can be used throughout the unit as you see fit. You can use them with your lessons if you need more or use them within their partner/independent time.

Centers & Interactive Notebook Pieces

- These can be used throughout the unit as you see fit, too. They can be used during group work, down time, or however they fit into your current ELA block structure.

Assessment

- There is one informal assessment activity at the end of the lesson plan. When you're finished teaching your unit, use this assessment with your students.

Mini Lessons

There is a lesson plan outline in this unit. There are five steps within this unit, which may take about a week to complete, depending on how long your ELA block is. Activities range from group work, partner activities, whole group lessons, and independent activities.

3rd Grade Language Vocabulary Lesson	L.3.5.a
I can distinguish the literal and nonliteral meanings of words and phrases.	
Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	
Vocabulary: nonliteral language (figurative language)	Materials: Anchor charts, Sorting activity, Drawing page, Sentence strips
Activities to Teach: Draw, Create anchor charts with students identifying what nonliteral and	

Nonliteral Language

- Also called "Figurative Language"
- A type of writing that the writer uses to interest the reader or paint a picture
- Often silly or unrealistic

Nonliteral Meaning

I need to do my homework as soon as I get home.

Mom is going to cook us three tacos and burritos tonight.

It's raining cats and dogs out there.

She's driving me up the wall with all that whistling.

My uncle sweats a lot

I ate so much I feel

Drawing Literal Meaning

"Students, in the first box please draw this sentence literally... 'Jessica is bull in a china shop'. China is delicate glass for anyone who doesn't know meaning'."

"Students, in the second box, please draw this sentence literally... 'In the fire place, I felt as snug as a bug in a rug'."

"Students, in the third box, please draw this sentence literally... 'The smell of those brownies really pulled me to the kitchen'."

"Students, in the fourth box, please draw this sentence literally... 'At the talk my ear off today in the backyard'."

Nonliteral Language

Literal Meaning

Nonliteral Meaning

Will you lend me your hand to finish this project?

George Washington was America's very first president.

She always comes over at the drop of a hat if I need her.

I told you one million times clean up this mess!

The penguin felt very cold in the freezing temperatures.

I got stung by a wasp in my basement and cried for 10 minutes.

I stayed up and did my homework late last night, but my bed was calling my name.

Will you go help the principal collect papers for the field trip?

Her computer would not turn on, so they assumed it was broken.

Her eyes sparkled like a diamond in the sun.

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Her eyes sparkled like a diamond in the sun.

Do you see the sun over there, peeking through the clouds?
Explain this sentence literally, then nonliterally.

My mom told me that my uncle was in the doghouse because he forgot her birthday.
Explain this sentence literally, then nonliterally.

After this long day of work, I was ready to throw in the towel.
Explain this sentence literally, then nonliterally.

















I felt like a fish out of water when I tried to play basketball.
Explain this sentence literally, then nonliterally.

Jeremiah was so nervous before the play that he got butterflies in his stomach.
Explain this sentence literally, then nonliterally.

I didn't know what to say, it was like my tongue was tied!
Explain this sentence literally, then nonliterally.

Centers

On top of the lesson plans you get for the L.K unit, you also get centers that will help you teach this unit. These can be used during this unit AND reused throughout the year as review.

<p>Center 1: Students will pull a task card, read the sentence or say it aloud, and circle if it is a literal or nonliteral meaning.</p>		<p>Center 1: Students will pull a task card, read the sentence or say it aloud, and circle if it is a literal or nonliteral meaning.</p>		<p>Center 1: Students will pull a task card, read the sentence or say it aloud, and circle if it is a literal or nonliteral meaning.</p>		<p>Center 2: Match the nonliteral sentence to the picture that shows the literal and/or nonliteral meaning. Then, use a dry erase marker to circle the figurative language. L.3.5.a</p>	
<p>I feel like my birthday is never ever going to get here!</p> <p>Literal Meaning</p> <p>Nonliteral Meaning</p>	<p>It feels so cold out today. I think even a penguin would need a jacket.</p> <p>Literal Meaning</p> <p>Nonliteral Meaning</p>	<p>My boss told us we could call it a day and go home.</p> <p>Literal Meaning</p> <p>Nonliteral Meaning</p>	<p>In my neighborhood, there is a intersection stop.</p> <p>Literal Meaning</p> <p>Nonliteral Meaning</p>	<p>The moon was so beautiful tonight, it's like it's smiling down on me.</p>		<p>Quit yelling at me! Hold your horses, I'm coming downstairs in one minute.</p>	
<p>My eyes were bigger than my stomach. I don't think I can finish this food.</p> <p>Literal Meaning</p> <p>Nonliteral Meaning</p>	<p>Dad told me I couldn't get anyone toys because I already have one million at home.</p> <p>Literal Meaning</p> <p>Nonliteral Meaning</p>	<p>She cried so much, I think she could have filled up a pool.</p> <p>Literal Meaning</p> <p>Nonliteral Meaning</p>	<p>That kite about fifty feet high.</p> <p>Literal Meaning</p> <p>Nonliteral Meaning</p>	<p>Joe looked so uncoordinated doing that sport. He looked like a fish out of water.</p>		<p>My mom always says, "You are what you eat", whenever I want to eat more cake.</p>	
<p>Center 2: Match the nonliteral sentence to the picture that shows the literal and/or nonliteral meaning. Then, use a dry erase marker to circle the figurative language. L.3.5.a</p>		<p>Center 2: Match the nonliteral sentence to the picture that shows the literal and/or nonliteral meaning. Then, use a dry erase marker to circle the figurative language. L.3.5.a</p>		<p>Center 3: Students will draw a figurative language picture card and write what each of them mean on their recording sheet.</p>		<p>Center 3: Students will draw a figurative language picture card and write what each of them mean on their recording sheet. L.3.5.a</p>	
<p>I can't clean all this up by myself. There must be one million crayons everywhere.</p>		<p>Your present was so thoughtful, it meant the world to me.</p>		<p>Spill the beans.</p>		<p>Hold your horses.</p>	
<p>Have you felt Jillian's hair? It's as smooth as silk.</p>		<p>Have you looked outside? It's raining cats and dogs!</p>		<p>Money doesn't grow on trees.</p>		<p>at a snail's pace</p>	
<p>I was so scared when I got on stage, it was like the cat got my tongue. I couldn't say any of my lines.</p>		<p>As soon as his teacher called his name, Marcus knew he was in hot water.</p>		<p>at a snail's pace</p>		<p>Early bird catches the worm.</p>	
<p>Saying: _____ Meaning: _____</p>		<p>Saying: _____ Meaning: _____</p>		<p>Saying: _____ Meaning: _____</p>		<p>Saying: _____ Meaning: _____</p>	
<p>Saying: _____ Meaning: _____</p>		<p>Saying: _____ Meaning: _____</p>		<p>Saying: _____ Meaning: _____</p>		<p>Saying: _____ Meaning: _____</p>	
<p>Saying: _____ Meaning: _____</p>		<p>Saying: _____ Meaning: _____</p>		<p>Saying: _____ Meaning: _____</p>		<p>Saying: _____ Meaning: _____</p>	

Extra Resources

On top of the lesson plans you get for the L.K unit, you also get interactive notebook pieces and graphic organizers that will help you teach this unit. These can be used during this unit AND reused throughout the year as review.

Name: _____ L.3.5.a

Cut and paste the examples into the correct column.

Nonliteral and Literal Language

Literal Meaning	Nonliteral
	<p>Jesus said she heard through the grapevine about the group project due next week.</p> <p>We went on a wild goose chase trying to find our brother's missing shoe.</p> <p>It's time for me to let the hay because all day and I'm just exhausted.</p> <p>My best friend and I are two peas in a pod, separated and we do everything together.</p>

I can't leave my bed today because I'm feeling under the weather.

She cried for so long that she made a lake with her tears.

Make sure to zip your lips before we go into the library.

Watching my brother get more cookies than me made me green with envy.

Name: _____ L.3.5.a

Write whether each sentence is literal or nonliteral.

Nonliteral and Literal Language

Literal	Nonliteral
under the weather	break a leg
one million times	raising cats and dogs
cool as a cucumber	couch potato
	bullseye

Name: _____ L.3.5.a

Write examples of each type of figurative language.

Figurative Language

Figurative Language	Example	What It Means	Use It in a Sentence
Simile	Circle		
Metaphor			

Name: _____ L.3.5.a

Write the meaning under each figurative language.

Literal Language

Free examples under each.

hit the road	one smart cookie	heard it through the grapevine
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Name: _____ L.3.5.a

Use each nonliteral language example in a sentence.

Figurative Language

barking up the wrong tree
on cloud nine
green with envy

Lift the flap and write an example of figurative language.

Figurative Language

Hyperbole
Metaphor
Idiom

Graphic Organizers

Interactive Notebook Pieces

Bundle Opportunities

If this layout looks ideal for your classroom, and you know you'll be needing resources like this for **all** standards included in Common Core, check out the bundles that save you money!

Language Domain



-or-

All 6 ELA Domains

