




Nonliteral Language




Saying:	Saying:
Meaning:	Meaning:
	Saying:
	Meaning:
	Saying:
	Meaning:

Hold your horse:



Monkey business




at a snail's pace


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Name: _____ L.3.5.a


Circle or highlight the nonliteral saying in each sentence.


Nonliteral and Literal Language


 Jessa said she heard through the grapevine that we will have a group project due next week.


We went on a wild goose chase trying to find my little brother's missing shoe. 


 It's time for me to hit the hay, because I've been working all day and I'm just exhausted.


My best friend and I are two peas in a pod. We can't be separated and we do everything together. 


Tessa's grandmother was over the moon when Tessa invited her to a grandparents event at school. 

I was feeling pretty down in the dumps about missing the bus because I'd lose my perfect attendance record. 


 Sometimes my dog acts so silly, I think it's brain is the size of a pea.

I may sleep for one hundred hours after my first full week of school. 

 I've walked so far today! My feet are killing me.

Sara didn't do a very good job at baking this birthday cake, but I know her heart is in the right place. 

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What Teachers Have Said...


L.3.5.a

Name: _____

Write whether each sentence is literal or nonliteral and explain why.


Nonliteral and Literal Language

	Circle	Tell why.
Carrie was an eager beaver and couldn't wait to get her work started.	Literal Nonliteral	
The trees and flowers will grow in the spring.	Literal Nonliteral	
It felt like it was one million degrees out today.	Literal Nonliteral	
This backpack weighs about two tons. I can't carry it anymore.	Literal Nonliteral	
Will you just hold your horses? We will leave soon, I promise.	Literal Nonliteral	
It was so cold that I had to put on my mittens and scarf.	Literal Nonliteral	
The policeman asked the man for his license and car registration.	Literal Nonliteral	
The principal snuck into our classroom as quiet as a mouse to watch us.	Literal Nonliteral	
_____ day, she's _____	Literal Nonliteral	
_____	Literal Nonliteral	
_____	Literal Nonliteral	




Mom just painted our front door a new color. It's a pretty green color.

Literal Meaning
Nonliteral Meaning




I feel like my birthday is never ever going to get here!

Literal Meaning
Nonliteral Meaning



They made a flag for their project with two blue stripes and one orange stripe.

Literal Meaning
Nonliteral Meaning



His shoes look like two huge boats sitting on our steps.

Literal Meaning
Nonliteral Meaning

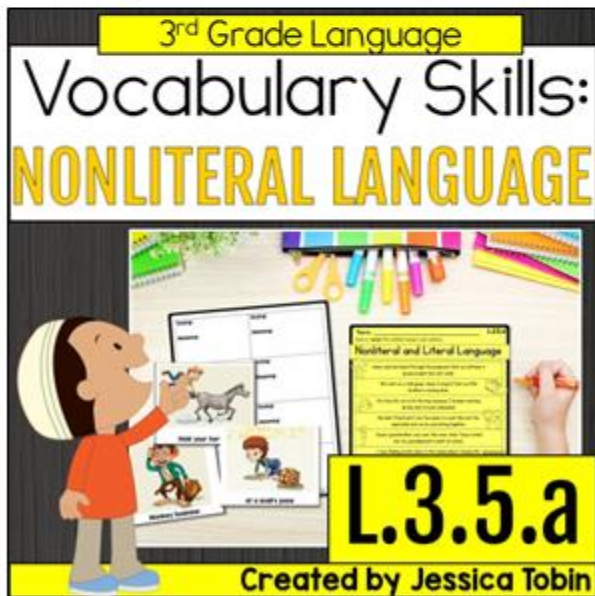
“Perfect resource for teaching and learning about literal and nonliteral language. I love that it includes everything you need to teach this standard. Passages, interactive notebook, hands on activities and an assessment are all included in this resource. Perfect, thank you!”

“My students loved using this resource! They were engaged in the resource and had no trouble getting started. It didn't take much time to prep this resource, so it was easy for me to use with my students.”

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.

<p>3rd Grade Language Vocabulary Lesson</p> <p>1.3.5.a</p> <p>I can distinguish the literal and nonliteral meanings of words and phrases.</p> <p>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>Vocabulary: nonliteral language (figurative language)</p> <p>Activities: Anchor charts, Spring activity, Drawing page, Balance strips</p> <p>Activities to Teach: (20) Create anchor charts with students identifying what nonliteral and literal mean in a story or passage or describe what nonliteral and literal mean.</p>	<p>Nonliteral Language</p> <p>•Also called "Figurative Language"</p> <p>•A type of writing that the writer uses to interest the reader or paint a picture.</p> <p>•Often silly or up</p>	<p>Nonliteral Meaning</p>	<table border="1"> <tr> <td>I need to do my homework as soon as I get home.</td> <td>Mom is going to cook us three tacos and burritos tonight.</td> </tr> <tr> <td>It's raining cats and dogs out there.</td> <td>She's driving me up the wall with all that whistling.</td> </tr> <tr> <td>My uncle sweats a lot</td> <td>I ate so much I feel</td> </tr> </table>	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										
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<p>Name: _____</p> <p>Drawing Literal Meaning</p> <table border="1"> <tr> <td>1</td> <td>2</td> </tr> <tr> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	<p>"Students, in the first box please draw this sentence literally... 'Jessica is like a bull in a china shop'. China is delicate glass for anyone who doesn't know the meaning."</p> <p>"Students, in the second box, please draw this sentence literally... 'In front of the fire place, I felt as snug as a bug in a rug.'"</p> <p>"Students, in the third box, please draw this sentence literally... 'The smell of those brownies really pulled me in like a magnet to the kitchen.'"</p> <p>"Students, in the fourth box, please draw this sentence literally... 'Athy talked my ear off today in the backyard.'"</p>	<p>Nonliteral Language</p>	<p>Literary Meaning</p>  <p>Nonliteral Meaning</p> 	<table border="1"> <tr> <td>Will you lend me your hand to finish this project?</td> <td>George Washington America's very first president.</td> </tr> <tr> <td>She always comes over at the drop of a hat if I need her.</td> <td>I told you one million times to clean up this mess.</td> </tr> <tr> <td>The penguin felt very cold in the freezing temperatures.</td> <td>I got stung by a wasp in the basement and cried for minutes.</td> </tr> <tr> <td>I stayed up and did my homework late last night, but my bed was calling my name.</td> <td>Will you go help the principal collect papers for the trip?</td> </tr> <tr> <td>Her computer would not turn on, so they assumed it was broken.</td> <td>Her eyes sparkled like a diamond in the sun.</td> </tr> </table>	Will you lend me your hand to finish this project?	George Washington 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 to clean up this mess.	The penguin felt very cold in the freezing temperatures.	I got stung by a wasp in the basement and cried for 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 trip?	Her computer would not turn on, so they assumed it was broken.	Her eyes sparkled like a diamond in the sun.	<p>Do you see the sun over there, peeking through the clouds? Explain this sentence literally, then nonliterally.</p> <p>My mom told me that my uncle was in the doghouse because he forgot her birthday. Explain this sentence literally, then nonliterally.</p> <p>After this long day of work, I was ready to throw in the towel. Explain this sentence literally, then nonliterally.</p> <p>I felt like a fish out of water when I tried to play basketball. Explain this sentence literally, then nonliterally.</p> <p>Jeremiah was so nervous before the play that he got butterflies in his stomach. Explain this sentence literally, then nonliterally.</p> <p>I didn't know what to say, it was like my tongue was tied! Explain this sentence literally, then nonliterally.</p>
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Extra Resources

On top of the lesson plans you get for the L.3 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.

The collage features several educational resources:

- Nonliteral and Literal Language** (L.3.5.a): Worksheets with instructions like "Circle or highlight the nonliteral saying in each sentence" and "Draw a third picture of the nonliteral sentences".
- Figurative Language** (L.3.5.a): A table with columns for "Figurative Language" and "Example", with rows for Hyperbole, Idiom, and Metaphor.
- Literal Language** (L.3.5.a): A worksheet with the instruction "Write the meaning under each figurative language." and examples like "hit the road", "one smart cookie", and "heard it through the grapevine".
- Interactive Notebook Pieces** (L.3.5.a): A large yellow banner with the text "Interactive Notebook Pieces" and "Graphic Organizers".
- Graphic Organizers** (L.3.5.a): A blue worksheet with a table for "Nonliteral and Literal Language" with columns for "Literal Meaning" and "Nonliteral Meaning".
- Hyperbole** (L.3.5.a): A worksheet with examples like "barking up the wrong tree", "on cloud nine", and "green with envy".
- Metaphor** (L.3.5.a): A worksheet with the instruction "Lift the flap and write an example of figurative language." and examples like "That girl's head is in the clouds", "She is a really good swimmer because he can swim fast", and "That city boy is such a nut".
- Idiom** (L.3.5.a): A worksheet with examples like "I felt like the moon was orbiting down on me today", "She can't talk. The cat must have her tongue.", and "My homework took thirty-three minutes to finish".