



Recognizing Literal and Figurative Language, Idioms & Metaphors Lesson Plan



Lesson title: Recognizing Literal and Figurative Language, Idioms & Metaphors

Subject and topic:
Language Arts

Grade level:
3rd-5th

Duration:
30 - 90 minutes depending on choices made

Lesson summary:

In this 3 part lesson, students will learn how to recognize idioms and explain the difference between literal and figurative language

Students will determine what assumptions are made in certain situations and text using literal and figurative language.

Standards:

C.C.1.3.3.A Determine the central message, lesson or moral in literary text and explain how it is conveyed.

C.C.1.2.6.F Interpret figurative language in metaphors content.

CC.1.2.7.F Determine meaning of words and phrases as they are used in reading content, including interpretation of figurative , connotative meanings.

C.C.1.3.8.F Analyze the influence of words and phrases in a text including figurative and literal meanings and how they shape meaning and tone.



Objectives:

By developing a clear understanding of figurative language, students can further comprehend texts that contain metaphorical and literal meanings beyond the basic word level.

SWBAT

- Explain the literal and figurative meaning of idioms.
- Match idioms with their figurative meanings.
- Identify and sort items according to their categories.
- Students will convey their understanding of the use of idioms by:
 - identifying idioms and examining how their inferences may apply to situations in real life.

Essential Questions:

- How can language be used to negatively portray disabled people?
- What is figurative language?

Vocabulary:

- Idiom
- Stigma
- Stereotyping

Materials:

- [Figurative/literal matching worksheet](#)
- [Susan & Tom handouts](#)
- [Judy Heumann handouts](#)



- [Justin Dart handouts](#)
- [Homework sheet](#)
- [A Short History of Justin Dart](#) article
- [Slideshow](#) (includes all of the materials and video links)
- Videos:

[Judy Heumann: Disability is a strength](#) (1 min. 50 sec.)

[Don't Judge a Book by its Cover](#) (1 min. 8 sec.)

[Justin Dart Jr: Father of the Americans with Disabilities Act](#) (10 min.)

Lesson procedures

Part 1 - Understanding Idioms and Figurative Language

1. Using the [worksheet](#) "Is this figurative or literal" guides students to gain an understanding of figurative or literal language.
2. Teacher writes idiom on board **"To put your foot in your mouth"** (Figurative)
 - a. Class offers possible meanings: "to put one's foot in one's mouth" such as: to say something embarrassing, tactless, unintentionally, insulting, or socially awkward; to commit a social blunder by saying something foolish.
3. Hand out Susan & Tom worksheet
 - a. Teacher will ask students:
 - **Were you ever in a situation where you felt awkward about being around someone you didn't know?**
 - **What could have prepared you to feel better in that situation? _**
4. Students complete the worksheet and share their answers and what they learned.
 - a. Students should think about the underlined idioms and how it pertains to



the worksheet about Susan & Tom

“You need to learn to think before you speak so you don’t put your foot in your mouth.” or Tom “doesn’t have a mean bone in his body’ but he really put his foot in his mouth when he asked Susan a question.

Part 2 - Judy Heumann

1. Use Judy Heumann worksheet

- a. Class will raise their hands to share their captions and what they think the story might be about (teacher will write their responses on the board)
- b. Next teacher will pass out the 2nd handout that explains the contributions of Judy Heumann (the girl on the magazine cover.) Teacher will tell the class some interesting facts about Judy Heumann or reveal who she is by sharing the video.
- c. Watch Video (1 min. 58 sec.)
[Judy Heumann: Disability is a Strength \(Simple Things Count episode 3\)](#)

Part 3 - Justin Dart

Justin Dart handout

- a. Class will circle one choice from handout and raise hands to discuss

Reasons why their choice was made
- b. Class will raise their hands to explain why they didn't choose the options not circled.
- c. Teacher will tell the class some interesting facts about Justin Dart or reveal who he is by sharing the video.
- d. Video: [NHD Nationalist Documentary 2017 | Justin Dart Jr: The Father of the Americans with Disabilities Act](#) (10min.)



Additional Suggestions:

Teachers can write these on board. Students can choose one to write in a sentence to gauge what they learned about Justin Dart

- **take the bull by the horns**

To take the bull by the horns means to directly confront a difficult situation and take action.

- **see the light at the end of the tunnel**

If someone can see the light at the end of the tunnel, they can see signs of a successful conclusion to a difficult situation.

- **come hell or high water**

Come hell or high water means no matter what.

Related materials:

Additional video resource:

[Stereotypes Lesson for Kids: Definition & Examples](#)

Evaluation:

In addition to evaluating students based on their participation and responses to the homework assignment, you may want to ask them to write or discuss the following question: How can the words we choose be used to negatively portray disabled people?

Ask your students this question related to this lesson to gauge how much they learned. **Will what you learned about idioms and their meanings change the way you treat others and view their differences?**

Thank you for bringing the conversation about disability into your classroom.

Help us evaluate this lesson plan by visiting [our evaluation page to assess this lesson](#). You will find an evaluation both for you and your students to complete there.





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Cat got your tongue?
English Idioms



Is this figurative or literal?

Students match the Idiom or Metaphors that fits best with the phrase or situation:

Select an idiom or metaphor that matches best with the situation with Tom & Susan we read about earlier:

- a. "Don't judge a book by its cover"
- b. **"Birds of a feather flock together"**
- c. "Cat got your tongue"
- d. "Straight from the horse's mouth"

Match the proper literal meaning with its figurative one.

Figurative	Literal
The elephant in the room	The big issue the problem people are avoiding
Give someone the cold shoulder	Ignore someone/being unfriendly
Straight from the horse's mouth	Hear something from a personal account
Birds of a feather flock together	Those with the same interests/from same community only associate with one another
Don't judge a book by its cover	One should not judge what a person is like by their outward appearance



Susan and Tom

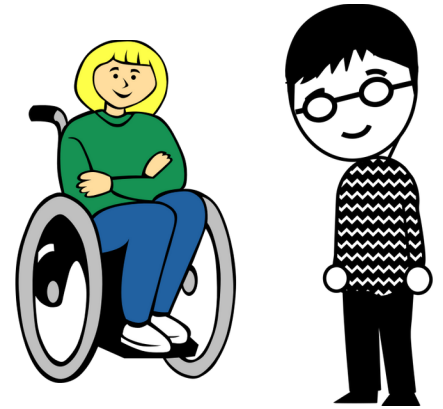
Picture this scenario:

Two students meeting for the first time....

Susan just moved into town and is a new classmate. She has blonde hair, sits in front of Tom in class and uses a wheelchair.

Tom is class president, is rather tall and wears glasses.

Tom has an outgoing personality. As class president, Tom is also on the welcoming committee in charge of showing new students around the school and making them feel welcome.



Read below what Tom said to Susan when they met up in the cafeteria:

Tom: “Hey, nice to meet you Susan. Welcome to our school. My friend has a cousin that's disabled, his name is John. Do you know him?”

Did Tom accomplish his job of making Susan feel welcome? Why or why not?

Record your answers on a separate piece of paper if you need more space.

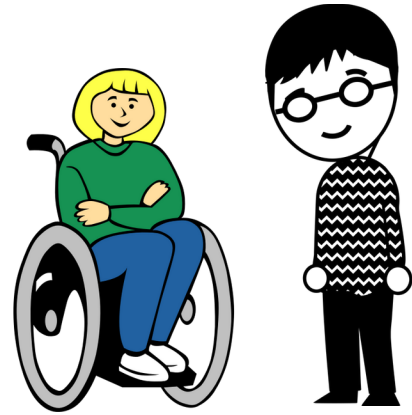
(Remember to write your answer as a complete sentence such as “I think Tom accomplished making Susan feel comfortable and welcomed because ...” or “I don't think Tom accomplished his task of making Susan feel comfortable and welcomed because...”



Susan and Tom (continued)

Which of the choices below do you think best describes what Susan's response may have been?

Circle one (be prepared to discuss in class the reason for your choice)



1. "Nice meeting you as well."
2. "I have a friend named Sarah. She wears glasses. Do you know her?"
3. "What makes you think I know your friend Tom?"

Student's name: _____



Give this magazine cover a caption:

Who do you think this person is?

What might the story be about?



After you learn about this person, Is there an idiom/metaphor that fits what you learned?



Who do you think this man might be?

Circle one:

1. A grandfather
2. A cowboy
3. An important part of the history of the United States
4. A country western singer.



Student's name: _____



Homework

Name: _____

Directions:

- Identify if it is literal or figurative Place an L or F on line next to the phrase

Part A:

1. "Do unto others as you would have them do unto you" _____
2. "Don't judge a book by its cover" _____
3. "Barking up the wrong tree" _____
4. "Live and learn" _____

Part B:

Select a phrase above that best matches what we should remember when we are in the company of people with disabilities. (use separate piece of paper) Choose one & explain meaning:

Phrase I choose:

Meaning:

