Reading: Meanings of Words (Literal and Nonliteral)

Objective:

Given 8 sentences, the students will determine if the sentence is literal or nonliteral and explain why missing no more than 2.

CCSS Alignment:

CCSS.ELA.3.RL.B.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

http://www.lakeshorelearning.com/general_content/free_resources/teachers_corner/lesson_plans/literalVsNonliteral.jsp

Procedures:

I. Introduction
   a. Welcome students to the class.
   b. Tell students that we will continue discussing Healthy Living throughout our lessons and that today we are going to focus on word meanings.
   c. Ask students if they have heard of the expression “You have a frog in your throat”? or “Cat’s got your tongue.” Ask students to explain what that means.
   d. Tell students that these are just expressions that don’t mean exactly what they say.
   e. Explain to students that by the end of the day they will be able to identify various meanings of words and phrases in sentences.

II. Study/Learning
   a. Watch this quick video explaining the differences between the vocabulary words literal and nonliteral. https://www.youtube.com/watch?v=4VEYun1v4w
   b. Explain to students that another word they might see is Idiom. Explain that an idiom is a nonliteral expression that still means something, just not the literal meaning.
   c. Discuss any other examples that children may have of literal and nonliteral (ex: Watch your step, She gave him the boot, etc.).
   d. Tell students we will now watch another video that further explains literal and nonliteral language and how to use the context to determine the true meaning. Show them the video https://www.youtube.com/watch?v=Apd0w2JA3GI
   e. Discuss the video and how we can use context to figure out meanings of words and phrases.
f. Tell students that I am now going to read *Play Ball, Amelia Bedelia* by Peggy Parish. Tell students that while I am reading, they need to pay close attention to when Amelia uses the literal meaning instead of the nonliteral meanings of words. Be careful that students don’t confuse this with homophones.

g. During reading, have discussions on about the following phrases/pages:
   i. Pg. 25 “Put Dick out.”
   ii. Pg. 31 and 52 “Stealing bases”
   iii. Pg. 37 “Make a base hit”
   iv. Pg. 54 “Home run”
   v. Pg. 58 “Scorekeeper”
   vi. Pg. 59/60 “Home Plate”

h. Write the phrases on the board and include the literal meaning Amelia understood and the nonliteral meaning that was intended.

i. Remind students about the Healthy Living unit we have been doing. Ask students to discuss if what Amelia Bedelia and the other kids was a healthy lifestyle or unhealthy. Probe for “healthy” because they were active. Discuss other ways for us to be healthy and active.

j. Ask students if they have any questions. Clear up any misunderstandings.

**Guided Practice**

k. Have students to get into groups of 3 giving each group at least one copy of *Amelia Bedelia* by Peggy Parish. Also provide each group with chart paper and pencils or markers.

l. Tell students that as they read, they are to point out at least five forms of nonliteral language that Amelia Bedelia became confused about and explain her meaning and the intended meaning. As you read, pause to point out one or two forms of figurative language (e.g., “change the towels” on p. 16 or “draw the drapes” on p. 25) that cause confusion for Amelia. Ask students to explain and describe what they really mean, as opposed to Amelia’s literal interpretation of the phrases.

m. Allow students approximately 15 minutes to complete this activity.

n. Allow each group to share their findings and discuss them as a class.

o. Have students return to their seats.

**Independent Practice**

p. Tell students that they are now going to practice determining the meanings of phrases on their own.

q. Give each student an Idioms worksheet. Tell students to put their names on it.

r. Explain that they are to find the phrase and then explain what it really means in that sentence.
s. Allow students approximately 7 minutes to complete it.
t. Go over students' responses.
u. Clear up any misunderstandings or confusion.

III. Culmination
a. Review with students what we learned today about literal and nonliteral word meanings.
b. Tell students that we are going to play one more review game.
c. Explain that they are going to draw a sentence out of a bag. The student will then illustrate or act out the literal meaning of the phrase. The class must guess the literal meaning within at least 30 seconds. Once the time is up and the correct answer wasn't determined, the class will get active and do 10 jumping jacks. Remind them that being active is very important with healthy living.
d. Discuss both the literal and nonliteral meanings of these phrases that are drawn. Phrases to be drawn include:
   i. That was a piece of cake; I had no trouble at all!
   ii. It's raining cats and dogs out there!
   iii. Watch your fingers closing that door.
   iv. Stop horsing around or you will break something in the house.
   v. I told her to keep it a surprise, but she let the cat out of the bag.
e. Clear up any misunderstandings.
f. Prepare for follow up.

IV. Follow Up
a. Tell students that I am now going to see what they have learned so far.
b. Give each student a literal and nonliteral worksheet with 8 questions and have them put their name on it.
c. Go over the directions and explain that they are to determine if there is a nonliteral phrase in the sentence. If there is, they are to underline it and explain it. If there is not, they are to do nothing to that sentence.
d. Tell students to turn their papers in when they are finished.
e. Have them read or complete unfinished work while they are waiting for others to finish.

V. Evaluation
a. Grade students' assessments according to the answer key.
b. Remediate those students missing more than 2.

VI. Materials
- Play Ball, Amelia Bedelia by Peggy Parish
- Amelia Bedelia By Peggy Parish (several copies)
- Chart paper
- Pencils
- Markers
- Literal and Nonliteral Worksheet
- Idioms Worksheet
- Internet