

# Literary Lingo

**Grade Level or Special Area:** 5<sup>th</sup> grade

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**Length of Unit:** Six Lessons as a unit or each lesson may stand alone

## I. ABSTRACT

POW! ZAP! BAM! Reading is writing. Writing is reading. Is making the connection difficult for your students? Enhance, enlighten, and enrich, both reading and writing as your students learn to recognize and write using various literary devices including, onomatopoeia, metaphor, alliteration, simile, personification, and imagery. Connecting reading and writing will be as easy as walking through an open door, when your students complete this enjoyable unit.

## II. OVERVIEW

### A. Concept Objectives

1. Authors use literary elements to enhance writing, enabling the reader to visualize what is occurring in the text.
2. Visual images assist in comprehension.
3. Authors' choice of style and elements help to represent or extend the text's meaning.

### B. Content from the *Core Knowledge Sequence*

1. Imagery p. 111
2. Literary Elements p. 111
3. Metaphors p. 111
4. Personification p. 111
5. Similes p. 111

Content from *What your Fifth Grader Needs to Know*

1. Alliteration p. 49
2. Onomatopoeia p. 48

### C. Skill Objectives

1. Develop vocabulary by listening to selections read aloud (ELA, TEK 5.9A)
2. Students will draw on experiences to bring meanings to words in context, such as interpreting figurative language (ELA, TEK 5.9B)
3. Describe mental images that text descriptions evoke (ELA, TEK 5.10D)
4. Interpret text ideas through journal writing, discussion (ELA, TEK 5.11B)
5. Understand and identify the literary terms (ELA, TEK 5.12F)
6. Use literary devices effectively such as figurative language (ELA, TEK 5.15G)
7. Describe how illustrators/authors choice of style, and elements, help to represent or extend the text's meanings (ELA, 5.23A)
8. Students will create literary works using literary devices.

## III. BACKGROUND KNOWLEDGE

### A. For Teachers

1. Hirsch, Jr. E.D. *What Your Fifth Grader Needs to Know*. New York: Dell Publishing, 1991, ISBN: 0-385-33731-0
2. *Core Knowledge Sequence: Content guidelines for K-8*. Charlottesville, VA: Core Knowledge Foundation, 1999.
3. <http://www.sdcoe.net/lret2/sls/pdf/1dl.pdf>

### B. For Students

1. Parts of speech

2. Phrases and sayings

#### IV. RESOURCES

1. Banks, Lynne Reid. *The Indian in the Cupboard*. Garden City, N.Y.: Doubleday, 1980
2. *Beauty and the Beast* video/ Walt Disney Company: Burbank, CA. Distributed by Buena Home Video (1992)
3. Clifford's fun with sounds video recording, Scholastic Production; AWang film: Nelvana LTD. Production; Van Nuys, Calif.
4. *Core Knowledge Sequence: Content guidelines for K-8*. Charlottesville, VA: Core Knowledge Foundation, 1999.
5. Heinrichs, Ann. *Similes and Metaphors (The Magic of Language Series)*. Chanhassen, MN: The Child's World, 2006. 1-59296-434-6 (lib. binding)
6. Hirsch, E. D. Jr., *What Your Fifth Grader Needs to Know*. New York: Dell Trade, 2005
7. *Indian in the Cupboard* video recording. Culver City, CA: Columbia TriStar Home Video, 1995.
8. Juster, Norton, and David Small (illustrator). *As: A Surfeit of Similes*. New York: Morrow Books, 1989.
9. Protopopescu, Orel. *Metaphors & Similes You Can Eat and 12 More Poetry Writing Lessons*. New York: Scholastic Professional Books, 2003
10. [http://www.readwritethink.org/lessons/lesson\\_view.asp?id=792](http://www.readwritethink.org/lessons/lesson_view.asp?id=792)
11. Van Allsburg, Chris. *The mysteries of Harris Burdick*. Boston: Houghton Mifflin, 1984.
12. Van Allsburg, Chris, *Just a Dream*. Boston: Houghton Mifflin, 1990.
13. <http://www.usflag.org/iamtheflag.html>
14. Webster, Merriam. Available URL: <http://www.merriam-webster.com>

#### V. LESSONS

##### Lesson One: Imagery

##### A. Daily Objectives

1. Concept Objective(s)
  - a. Authors use literary elements to enhance writing, enabling the reader to visualize what is occurring in the text.
  - b. Visual images assist in comprehension.
  - c. Authors choice of style and elements help to represent or extend the text's meaning
2. Lesson Content
  - a. Imagery p.111
  - b. Literal and Figurative Language p.111
3. Skill Objective(s)
  - a. Develop vocabulary by listening to selections read aloud (ELA, TEK 5.9A)
  - b. Students will draw on experiences to bring meanings to words in context, such as interpreting figurative language (ELA, TEK 5.9B)
  - c. Describe mental images that text descriptions evoke (ELA, TEK 5.10D)
  - d. Interpret text ideas through journal writing, discussion (ELA, TEK 5.11B)
  - e. Understand and identify the literary terms (ELA, TEK 5.12F)
  - f. Describe how illustrators/authors choice of style, and elements, help to represent or extend the text's meanings (ELA, 5.23A)
  - g. Describe how illustrators/authors choice of style, and elements, help to represent or extend the text's meanings (ELA, 5.23A)

**B. Materials**

1. Book, *The Indian in the Cupboard*
2. Movie, *The Indian in the Cupboard*
3. Appendix A, 1 copy per student
4. Paper
5. Pencil
6. Book, *Just a Dream*
7. Book, *The mysteries of Harris Burdick*
8. [http://www.readwritethink.org/lessons/lesson\\_view.asp?id=792](http://www.readwritethink.org/lessons/lesson_view.asp?id=792)
9. Writing Journal or optional folder to keep accumulated work

**C. Key Vocabulary**

1. Imagery-mental images, figurative language
2. Elaboration- building up in detail

**D. Procedures/Activities**

1. Focus questions: What is the purpose of pictures in a story? How do pictures in a story help you understand what is going on? If a book does not have pictures, how do you understand what is happening?
2. Lead discussion about how readers create pictures in their minds when they read (also referred to as *mind imagery*), and how imagery can help students to comprehend a story.
3. Tell students to close their eyes and visualize this sentence. *The children are playing*. Students are to open their eyes and sketch their visualization. Have students share their picture. Lead students to understand that without further elaboration or specific descriptors, there is a wide variety of interpretation.
4. Provide the following sentence and have students illustrate their “mind picture” *The children are playing on the monkey bars under the big tree on a hot summer day*. Give students the opportunity to share their pictures, letting them draw the conclusion that the more descriptive the text, the more similar their illustrations, because they were able to visualize more closely to what the author was intending
5. Ask students to visualize as they listen to the following text. Teacher reads aloud pages 5-6 from *The Indian in The Cupboard* by Lynn Reid Banks, starting with the sentence “Omri put the cupboard on his bedside table”, and ending with “he was alive.” Have students individually verbalize with classmates what was in their minds after they listened to the text.
6. Show the same scene from the movie *The Indian in the Cupboard* as the text previously read. Have students share some examples with the class and think about their understanding of the book before and after watching the movie. How did the pictures from the movie compare to the pictures they created in their minds while reading? Compare these examples to a book they have read that did not have a companion movie
7. Teacher reads the book *Just a Dream* by Chris Van Allsburg aloud to students without showing the pictures. Students are encouraged to visualize the images in their mind while listening to the story. Teacher gives each student a copy of Appendix A to complete, then leads discussion about the results.
8. Teacher rereads the book again showing the pictures to the students as they occur in the story. Teacher leads a discussion about the importance of the visual images to reading comprehension. Include in the discussion that students can enjoy and comprehend text without pictures by creating mental images in their minds.
9. Teacher shows a copy of the book *The mysteries of Harris Burdick* by Chris Van Allsburg. Teacher models how to write text describing the first two pictures in the book using imagery. The teacher reads her description of the illustration without

showing the picture, and then reveals it to the class. Students discuss the imagery of the teacher’s example in small groups and then share as a whole class. On the second illustration, the teacher shows the illustration via transparency or ELMO. Class brainstorms and writes description together. Next, give students two randomly selected pictures and have them write a description of the illustrations using imagery and figurative language in paragraphs, or a short story.

10. Reflection question: How did Van Allsburg’s use of imagery in the book *Just A Dream* help you to comprehend the story?

**E. Assessment/Evaluation**

1. Reflection question is graded. Use rubric provided for ongoing assessment.
2. Imagery description paragraphs/story are graded using the rubric.

Assessment rubric

	4	3	2	1
Prompt	Thoroughly addressed	Generally addressed	Somewhat addressed	Somewhat addressed
Spelling	All words correct	Most words correct	Some words correct	None correct
Punctuation	All appropriate	Most appropriate	Some appropriate	None appropriate
Capitalization	All appropriate	Most appropriate	Some appropriate	None appropriate

**Lesson Two: Inductive**

**A Daily Objectives**

1. Concept Objective(s)
  - a. Authors use literary elements to enhance writing, enabling the reader to visualize what is occurring in the text.
  - b. Visual images assist in comprehension.
  - c. Authors choice of style and elements help to represent or extend the text’s meaning
2. Lesson Content
  - a. Similes p.111
  - b. Metaphors p.111
3. Skill Objective(s)
  - a. Develop vocabulary by listening to selections read aloud (ELA TEK 5.9A)
  - b. Students will draw on experiences to bring meanings to words in context, such as interpreting figurative language (ELA, TEK 5.9B)
  - c. Understand and identify the literary terms. (ELA TEK 5.12F)
  - d. Interpret text ideas through journal writing, discussion (ELA, TEK 5.11B)
  - e. Use literary devices effectively such as figurative language (ELA, TEK 5.15G)

**B. Materials**

1. Baggies (1 per pair)
2. Strips of papers with examples of simile and metaphor as well as non-examples from Appendix B
3. Appendix C, 1 per student

**C. Key Vocabulary**

1. Simile-a figure of speech comparing two unlike things that is often introduced by *like* or *as*

2. Metaphor-a figure of speech in which a word or phrase literally denoting one kind of object or idea is used in place of another to suggest a likeness or analogy between them

**D. Procedures/Activities**

1. Focus question: Have you ever been misunderstood because you said one thing, but meant something different? Tell that experience.
2. Give students a baggie containing common similes, metaphors, and non-examples onto color coded papers cut into parts.
3. Working in pairs, students try to sentences together into meaningful statements.
4. Then students are to try to categorize sayings into two groups. Because this is an inductive lesson, there is to be no guidance as to how to do this from the teacher.
5. When completed, teacher leads students into discussion using T-chart on board of the two different categories. Lead students to see that one category compares one thing to another. Non- examples don't make comparisons.
6. Students are to put non-examples back into baggie. Teacher tells students to sort the examples into two categories. There is no guidance from the teachers at this point.
7. Groups will share as teacher records on another T-chart. Teacher leads discussion as to what the difference is between the method of comparison, leading the students to see that some use the words *like* or *as* to compare. The other examples do not. Lead students to define the concepts of simile and metaphor.
8. In pairs, have the students write the vocabulary words, definition and two examples sentences containing for similes and two example sentences for metaphors.
9. Reflection: Think about yesterday's lesson on visualization and comprehension. How can using similes and metaphors enhance your writing?

Example	Non-example
When Ellen is tired, she is a crab.	Take the bull by the horns.
His teeth shined like stars twinkling.	A watched pot never boils.
The clouds are as puffy as marshmallows.	Sit on the fence,
Lilly is a brain.	He ate all the candy, lock, stock and barrel.
The look she gave me was as cold as ice	Every cloud has a silver lining.
Jose's pants drag on the ground because he is a shrimp.	What will be, will be.
My heart was fluttering like hummingbird's wings.	A miss is as good as a mile.
The sun is a bright yellow ball in the deep blue sky.	
The thief is a snake in the grass	
The baby is an angel.	
The highway is an asphalt ribbon along the countryside.	

**E. Assessment/Evaluation**

1. Appendix C is graded using rubric. (Recommendation, collect all Appendix C's for grading altogether at the end of the unit)
2. Reflection is graded.

**Lesson Three: Similes**

**A. Daily Objectives**

1. Concept Objective(s)

- a. Authors use literary elements to enhance writing, enabling the reader to visualize what is occurring in the text.
- b. Visual images assist in comprehension.
- c. Authors choice of style and elements help to represent or extend the text's meaning

2. Lesson Content

- a. Similes

p. 111

3. Skill Objective(s)

- a. Students will create literary works using literary devices
- b. Students will draw on experiences to bring meanings to words in context, such as interpreting figurative language (ELA, TEK 5.9B)
- c. Describe mental images that text descriptions evoke.(ELA TEK 5.10D)
- d. Understand and identify the literary terms. (ELA TEK 5.12F)
- e. Understand and identify the literary terms. (ELA TEK 5.12F)
- f. Use literary devices effectively such as figurative language (ELA, TEK 5.15G)

B. *Materials*

1. Appendix C, 1 per student
2. *Similes and Metaphors* by Heinrichs
3. Dictionary (optional)

C. *Key Vocabulary*

1. Simile- a figure of speech comparing two unlike things that is often introduced by *like* or *as*
2. Acrostic- a poem in which sets of letter (as the initial or final letters of the lines) taken in order form a word or phrase

D. *Procedures/Activities*

1. Focus question: What does the following sentence mean? “She was a rock.” Discuss various possible meanings and have students justify their answers. What about this sentence? “That guy is a worm.”
2. Teacher places a group of random objects on each group’s table (ex: shell, keychain, CD, gum wrapper, paperclip, dime, band-aid, sticker, popsicle stick)
3. Each student selects one item and writes down why they chose the item. Teacher also selects one object. (Ex: Teacher chose post-its)
4. Students share with their groups. (Teacher explains: I use a lot of these things to keep me organized.)
5. Read the section about similes from *Similes and Metaphors* by Heinrichs.
6. Using the item previously selected, teacher models writing a simile comparing self to the object. (ex: Mrs. Canedy sticks by her friends like post-its stick to paper.)
7. Students write a simile sentence comparing themselves to the object they selected.
8. Teacher reads aloud *As: Similes*.
9. Students jot down examples they heard, share with class.
10. Read Fun with Similes on page 31.
11. Teacher models how to write an acrostic poem using similes. Ex: BRADLEY
  - B – Brave as a bungee jumper
  - R – Reads like a swiftly flowing river
  - A – Adventurous as a kitten
  - D – Devours chocolate like a bear eating honey
  - L – Loves to learn like a dog loves his bone
  - E - Eyesight like an eagle
  - Y – Yaks like a magpie
12. Students generate an acrostic poem about themselves using similes. They may choose to use their first name or last name
13. Students add the terms simile on Appendix C.

14. Reflection: Did your poem describe you? Do you think using the similes to describe yourself will allow the reader or listener to know you better? Explain.
- E. *Assessment/Evaluation*
1. Poem is graded using rubric. (Optional: Place grade on back and display student work.)
  2. Reflection is graded using rubric.

### **Lesson Four: Metaphor**

#### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Authors use literary elements to enhance writing, enabling the reader to visualize what is occurring in the text.
  - b. Visual images assist in comprehension.
  - c. Authors choice of style and elements help to represent or extend the text's meaning
2. Lesson Content
  - a. Metaphor p. 111
3. Skill Objective(s)
  - a. Students will create literary works using literary devices.
  - b. Students will draw on experiences to bring meanings to words in context, such as interpreting figurative language (ELA TEK 5.9B)
  - c. Interpret text ideas through journal writing, discussion (ELA, TEK 5.11B)
  - d. Understand and identify the literary terms. (ELA TEK 5.12F)
  - e. Use literary devices effectively such as figurative language (ELA, TEK 5.15G)

#### B. *Materials*

1. Unusual Fruit ( Ex. Ugli, Papaya, Guava, Jicama, Starfruit, Pomegranate, Mango)
2. Butcher Paper (recording chart – 1 per group)
3. Lined writing paper
4. *Similes and Metaphors* by Henrich
5. Markers
6. Thesaurus (optional)
7. This lesson adapted from *Metaphors & Similes You Can Eat and 12 More Poetry Writing Lessons* by Protopopescu

#### C. *Key Vocabulary*

1. Metaphor- a figure of speech in which a word or phrase literally denoting one kind of object or idea is used in place of another to suggest a likeness or analogy between them

#### D. *Procedures/Activities*

1. Focus question: Tell about a time when the actions of a friend reminded you of the behavior of an animal (Ex. He is a sly fox), or an inanimate object (Ex. Wilma is a bump on a log.).  
Read pages 19 -29 in *Similes and Metaphors*. Use pages 25 – 29 to discuss examples and the purpose of using metaphors in writing.
2. On page 31, lead the students through the portion on the page called Metaphor Meaning.
3. Teacher holds up an Ugli fruit and passes it out for students to observe, smell, and feel. Students orally generate list of Ugli fruit attributes while teacher records responses, showing children how to move from an adjective to a noun, so not to use like or as.

Location/Sense	Students generated adjectives	Noun representations
Exterior observation	green, , ugly	lime, uncut grass
Exterior feel	rough, bumpy	Frog, alligator, sandpaper
Peel feel	Squishy, spongy	Foam, sponge
Interior observation	Yellow, bright, in sections	Sunshine, daisy
Interior feels	Wet, cool	Popsicle,
Separated/cut	Juicy	Juice box
Smell	Citrus, orangy, aeromatic	Breakfast, morning
Taste	Tangy, sweet and sour	Sweet tart

4. Teacher models how to use chart to write a poem.

Ugli fruit

Ugli is grass.

On the outside, it is an alligator.

To the touch, it is sandpaper.

When I peel it, it is foam.

When I separated it, this fruit is a juice box.

On the inside, it is sunshine.

Inside it is a Popsicle.

Its smell is breakfast. Its taste is a Sweet Tart.

5. Teacher models how to use imagery to create a more vivid picture in the reader's mind.

Ugli fruit

Ugli fruit is uncut grass.

On the outside, it is an alligator sleeping in the sun.

To the touch it is coarse sandpaper.

When I peel it, I touch a foam pillow.

When I tear it into sections, this fruit is a never ending juice box.

On the inside, it is a burst of sunshine and its taste is a flavorful popsicle.

Its smell is an inviting breakfast and its taste a mouthwatering Sweet Tart.

Ugli fruit

6. Pass out one piece of fruit to each group of 4 or 6 students (even number) and a large sheet of butcher paper and markers.
7. Have students create a chart using the model above as a guide, filling in the horizontal headings and the left hand column.
8. Students brainstorm to fill in the adjectives and noun representations. Each student should contribute at least one idea to each section within the chart. Teacher monitors to ensure students are collaborating.
9. Partner students within a group and have each pair generate a poem about their fruit.
10. Partners need to produce a rough draft and a finished product using imagery to enhance their poem.
11. Reflection questions: How can metaphors help you to become a more creative writer? How can they help your reading comprehension?

#### **E Assessment/Evaluation**

1. Fruit poem is graded using rubric.
2. Reflection questions are graded using rubric.

### **Lesson Five: Personification & Symbols**

#### **A. Daily Objectives**

1. Concept Objective(s)

- a. Authors use literary elements to enhance writing, enabling the reader to visualize what is occurring in the text.
  - b. Visual images assist in comprehension.
  - c. Authors choice of style and elements help to represent or extend the text’s meaning
2. Lesson Content
    - a. Personification p. 111
    - b. Symbols p. 111
  3. Skill Objective(s)
    - a. Students will create literary works using literary devices
    - b. Develop vocabulary by listening to selections read aloud (ELA, TEK 5.9A)
    - c. Students will draw on experiences to bring meanings to words in context, such as interpreting figurative language (ELA, TEK 5.9B)
    - d. Interpret text ideas through journal writing, discussion (ELA, TEK 5.11B)
    - e. Understand and identify the literary terms. (ELA TEK 5.12F)
    - f. Use literary devices effectively such as figurative language (ELA, TEK 5.15G)
- B. Materials**
1. Video - Beauty and the Beast
  2. *I am the Flag* by Ruth Apperson Rous handouts  
<http://www.usflag.org/iamtheflag.html>
  3. Appendix C
- C. Key Vocabulary**
1. Personification-representation of a thing or abstraction as a person
  2. Symbols-something that stands for or suggests something else by reason of relationship, association, or convention
- D. Procedures/Activities**
1. Focus: Tell about a time that you saw or read something about character couldn’t be real, but you accepted it anyway.
  2. Show film clip “Be our guest” from the video *Beauty and the Beast*. Discuss how the inanimate objects take on human characteristics and are moving and talking. Introduce the term “personification.” Students add vocabulary term, definition, and 2 examples in Appendix C
  3. Give students a copy of text of the poem, *I am the Flag*, If possible, play an audio version of someone reading the poem, or teacher may read aloud.
  4. Discuss personification and the symbols within the poem.
  5. Add the term symbol to Appendix C
  6. Teacher models using a patriotic symbol like the following:
 

I am the oldest National Park in the United States.  
 An Act of Congress created me in 1872 for the  
 enjoyment of the citizens of our country.  
 I protect many different kinds of  
 wildlife within my borders.  
 I have more than 250 active geysers,  
 more than any other place on earth.  
 My main attraction is the most famous  
 geyser in the world called Old Faithful.  
 I have purple mountain majesties  
 and geothermal wonders.  
 Underneath me lies great power.  
 I am Yellowstone National Park.
  7. Students can work alone or with a partner writing a poem using personification and/or symbolism. Choose a patriotic symbol (ex: symbols on money, Mt.

Rushmore, bald eagle, Presidential seal, White House, Liberty Bell, the Statue of Liberty). However, patriotic symbols might require research on the student's part. If time does not allow for research, this activity could be done using non patriotic symbols such as sports logos (Red sox), restaurant logos (Golden arches) etc.

8. Optional – Technology programs such as Power point, Movie Maker, etc. could be used to create a “class book.”
9. Reflection question: Describe how you felt hearing the poem “I am the Flag.” How did the author’s use of personification and symbolism enhance your comprehension of the poem?

E. *Assessment/Evaluation*

1. Poem is graded using rubric.
2. Reflection question is graded using rubric.

**Lesson Six: Onomatopoeia and Alliteration**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Authors use literary elements to enhance writing, enabling the reader to visualize what is occurring in the text.
  - b. Visual images assist in comprehension.
  - c. Authors choice of style and elements help to represent or extend the text’s meaning
2. Lesson Content
  - a. Onomatopoeia p. 48
  - b. Alliteration p. 49
3. Skill Objective(s)
  - a. Students will create literary works using literary devices.
  - b. Students will draw on experiences to bring meanings to words in context, such as interpreting figurative language (ELA, TEK 5.9B)
  - c. Understand and identify the literary terms. (ELA TEK 5.12F)

B. *Materials*

1. *Clifford’s fun with sounds* video
2. Appendix C

C. *Key Vocabulary*

1. Onomatopoeia-the naming of a thing or action by a vocal imitation of the sound associated with it; the use of words whose sound suggests the sense
2. Alliteration-the repetition of usually initial consonant sounds in two or more neighboring words or syllables

D. *Procedures/Activities*

Mini-lesson #1

- 1, Show the video *Clifford’s fun with sounds*.
2. Students discuss and define onomatopoeia. Add to appendix C.
3. Play sounds and have students try to write that sound in words and share with the class.
4. Write an advertisement for a product using onomatopoeia and illustrate it using Technology. (Ex. Alka Seltzer, plop, plop, fizz, fizz).

Mini-lesson #2

5. Teacher displays the following sentences and leads a discussion about the similarities of the two sentences.  
She sells sea shells by the sea shore.  
Peter Piper picked a peck of pickled peppers. How many pecks of pickled peppers did Peter Piper pick?
6. Ask students if they know any other tongue-twisters using alliteration and share

with the class.

7. Teacher and class brainstorm a sample alliteration sentences and students Complete Appendix C.
8. Write three alliterations, one about themselves, one about a friend, and of their own choosing.

E. *Assessment/Evaluation*

1. Advertisement is graded using rubric.
2. Alliterations are graded using rubric.
3. Completed Appendix C with all of the terms is graded using rubric.

**VI. CULMINATING ACTIVITY** (Optional)

Students are given the choice of writing a rap, a jump rope rhyme, or a clapping game using 4 of the six literary devices taught.

**VII. HANDOUTS/WORKSHEETS**

1. Appendix A, *Just a Dream* imagery chart
2. Appendix B, Similes, Metaphors, and non-examples
3. Appendix C, Vocabulary template

**VIII. BIBLIOGRAPHY**

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11. [http://www.readwritethink.org/lessons/lesson\\_view.asp?id=792](http://www.readwritethink.org/lessons/lesson_view.asp?id=792)
12. <http://www.usflag.org/iamtheflag.html>

## Appendix A

What can you visualize?		
Flying Bed	Yes	No
Smokestacks	Yes	No
Bulldozers bulldozing trash	Yes	No
Loggers staring at tree stumps	Yes	No
Hotel on Mt. Everest	Yes	No
Floating fishing boats	Yes	No
Tiered traffic on highways	Yes	No
Smoggy view of Grand Canyon	Yes	No
Lost geese	Yes	No

## Appendix B

When Ellen is tired, she is a crab.

Take the bull by the horns.

His teeth shined like twinkling stars.

The clouds are as puffy as marshmallows.

A watched pot never boils.

Lilly is a brain.

A miss is as good as a mile.

The look she gave me was as cold as ice.

What will be, will be.

Jose's pants drag on the ground because he is a shrimp.

My heart was fluttering like hummingbird's wings.

The sun is a bright yellow ball in the deep blue sky.

The thief is a snake in the grass

The baby is a little angel.

Every cloud has a silver lining.

The highway is an asphalt ribbon along the countryside.

Sit on the fence.

He ate all the candy, lock, stock and barrel.

## Appendix C

Vocabulary Word	Definition
Examples	

Vocabulary Word	Definition
Examples	