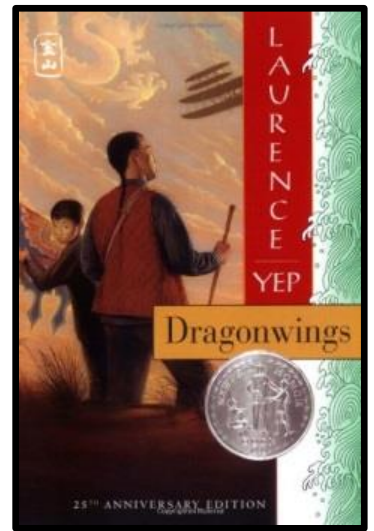


Dragonwings

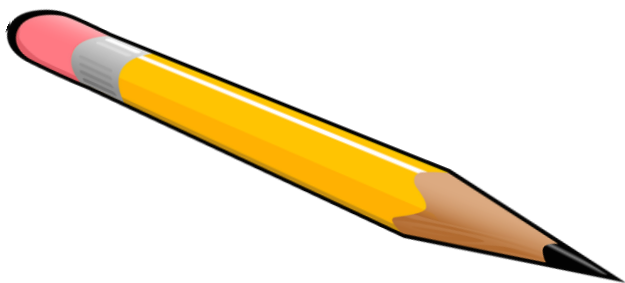


Objective:

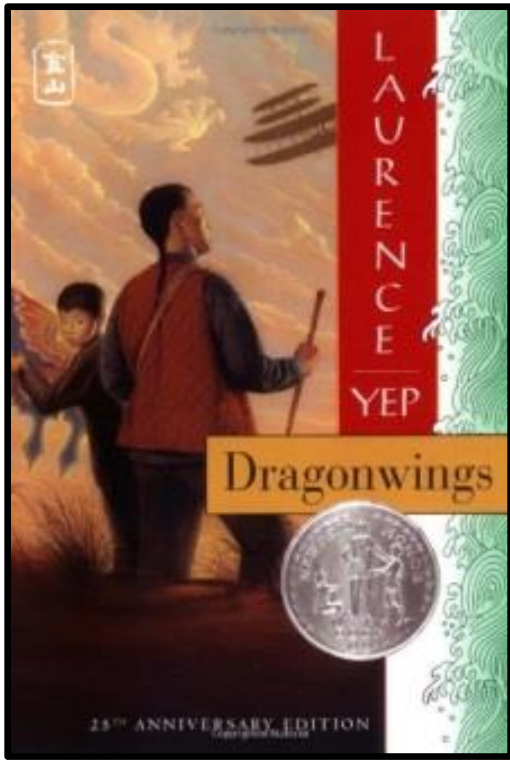
- Demonstrate an understanding of figurative language by interpreting figures of speech in context.

Procedure:

1. Read chapter 3 of Dragonwings by Laurence Yep, The Dragon Man (p.40-62).
2. Active Reading: As students read the text, they will mark (using sticky notes or a recording document) the places where Yep uses figurative language.
3. Partner/Small Group: Students will share their findings with a small group or partner.
4. Whole Class: Students will share what examples they were able to find.
5. Debrief: The teacher will remind students of the importance of adding figurative language to one's writing. Discuss Yep's purpose and whether or not he was successful.
6. Formative Assessment: Exit Ticket – Why do authors use figurative language?



CCSS
L.6.5 & L.6.5a



OPTIONAL RESOURCES

Dragonwings

	Textual Evidence (Cite Page & Paragraph)	Interpretation (What Does It Mean?)
Imagery Vivid description that allows the reader to see what is being described		
Alliteration The use of words with the same beginning sound in close proximity to one another		
Metaphor Compares two unlike nouns in such a way as to make the description clearer by stating that one noun is in fact another.		
Simile Comparing two unlike things in such a way as to enhance the overall description		
Personification Attributing human characteristics to non-human objects		

Exit Ticket

Learning Check:

Why do authors use figurative language?

Exit Ticket

Learning Check:

Why do authors use figurative language?
