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## **Georgia Performance Standards Framework for ELA Unit 4 – 5<sup>th</sup> Grade**

**Grade:** 5

**Topic:** Conventions: Hyperbole

**Instructional unit:** Unit 4 “It’s a Matter of Opinion”

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### **The task:**

**Task 1:** The teacher will explain to students that hyperbole is a figure of speech that uses comparison to make a point. Hyperbole is extravagant exaggeration in comparing one thing with another. This technique enables writers to make a point by describing something in an overly dramatic way. Usually hyperbole is humorous (*I was so cold, I had icicles hanging from my nose* or *Robin ate at least a million chocolate covered strawberries!* The teacher will use tall tales, jokes, comical essays, stories, letters, or comic strips to show how hyperbole exaggerates without changing the meaning of a statement. Write a simple sentence on the board, such as ‘*The girl is very skinny*’ and ask volunteers to brainstorm funny exaggeration, emphasizing that the exaggeration does not change the meaning of the sentence. Then students will practice independently and/or in small groups turning their own statements into hyperbole.

**Task 2:** The teacher can read *Paul Bunyan* to the class. Explain to students that Paul Bunyan is said to have been such a large infant that he slept in a covered wagon instead of a crib. As an adult, he supposedly used tree trunks as toothpicks and wagon wheels as buttons. Together, the teacher and students will list things that could be used by such a giant for each of the following items: toothbrush, hat, shoes, dinner, umbrella, baseball and bat, lunchbox, bed, pencil and paper, and table.

**Task 3:** Have students answer the following questions and discuss:

1. Why does the use of hyperbole add excitement to a story? Why does it add humor?
2. When is hyperbole appropriate? Should politicians use hyperbole when telling voters what he/she will do if elected? Why or why not? Should an advertiser use hyperbole in describing product? Why or why not?

### **Differentiating Instruction:**

- Teacher will give the class a word, such as “skinny.” Class will create a list of objects that can be used to describe “skinny” (i.e. a pole, a baseball bat, a stick, etc.). Teacher will go through several examples with the class.
- Class will create a comic strip. Teacher and/or class will decide on a simple subject (i.e. animals, baseball, summer, etc.). Each student will complete a [segment](#) using one hyperbole. When all the students have finished, the teacher will combine segments using chart paper to create a class comic strip.

### **Modifications/Accommodations:**

- For students having difficulties, they can work in pairs to create comic segment.
- Class will create a list of simple sentences to use as examples when working in small groups to create hyperboles.

## Georgia Performance Standards Framework for ELA Unit 4 – 5<sup>th</sup> Grade

### Focus Standard:

**ELA5R3 The student understands and acquires new vocabulary and uses it correctly in reading and writing.**

#### The student

- a. Reads a variety of texts and incorporates new words into oral and written language.
- d. Determines pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses.
- f. Identifies the meaning of common idioms and figurative phrases.
- g. Identifies playful uses of language (e.g., puns, jokes, palindromes).

**Circumstances of the assignment/Notes to the Teachers:** Hyperbole is a tool that writers with a well-developed sense of voice may choose to use. A lesson of using a speaker's voice should precede the hyperbole lesson.