



SHELL  
EDUCATION

# Go Figure!

Exploring Figurative Language

Levels

5-8

light a fire  
under it

Add  
**Fuel**  
to  
the **Fire**

fight fire  
with fire

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# Introduction and Research (cont.)

## Definitions of Selected Figures of Speech

It's easy to confuse the various types of figurative language. Although all these types of figures of speech are not used in the book, this chart serves as a good reference for you and your students.

	Definition	Example
<b>allusion</b>	referring to a person, place, or thing without mentioning it directly	She acted like a <i>Scrooge</i> .
<b>euphemism</b>	the substitution of a mild or pleasant word for one considered offensive	The family dog <i>passed away</i> .
<b>hyperbole</b>	an exaggerated statement	I'm so hungry <i>I could eat a horse!</i>
<b>idiom</b>	a phrase that means something very different from the literal meaning	He was <i>as hungry as a bear</i> .
<b>irony</b>	a statement or situation that is the opposite of what you expect	That's as strange as <i>a pilot with a fear of heights</i> .
<b>metaphor</b>	a direct comparison between two unlike things	The <i>moon is a mirror</i> .
<b>oxymoron</b>	contradictory terms that appear side by side	The guilty pet sat in <i>deafening silence</i> as her owner cleaned up the kitchen.
<b>paradox</b>	a statement that appears to contradict itself	The story was <i>bittersweet</i> .
<b>personification</b>	an inanimate object is given human qualities	<i>The angry sea seethed endlessly</i> .
<b>proverb</b>	a memorable saying based on facts and generally thought to be true	<i>Do unto others as you want done unto you</i> .
<b>pun</b>	a play on words	Fish are <i>smart</i> because they live in <i>schools</i> .
<b>simile</b>	a comparison (usually formed with "like" or "as") between two things	Her eyes were <i>as bright as the sun</i> .

# How to Use This Series

## Activity Descriptions

### Teacher Overview Page

**Purpose:** This page provides organization for each unit. On this page you will find the following:

1. The five figurative phrases used in the unit
2. Additional figures of speech for the theme
3. Answers for each lesson in the unit
4. Overview materials needed for the lessons in the unit

**Figures of Speech**

- follow to the ends of the earth
- once in a blue moon
- go to bed with the sun
- over the moon
- make hay while the sun shines

**Overview**

Students will enjoy learning about Earth, Moon, and Sun-related figures of speech through the activities in this section. For detailed instructions on how to implement the activities in this lesson, see pages 8-20.

**Materials**

- copies of Earth, Moon, and Sun—Match That Figure! (page 12)
- copies of Earth, Moon, and Sun—Would You Rather? (page 14)
- copies of Earth, Moon, and Sun—Meaningful Words (page 15)
- copies of Earth, Moon, and Sun—Wacky Writing (page 17)
- copies of Earth, Moon, and Sun—Say What? (page 18)
- scissors and glue

**Additional Figures of Speech**

- close to earth
- hasten on earth
- all of the earth
- nothing ever makes the sun
- fall off the face of the earth
- think someone has the moon
- the sun, moon and stars in response
- never let the sun catch you sleeping

**Answer Key**

**Match That Figure!** (page 12)

1. going to bed with the sun often when the sun goes down
2. very seldom; something that hardly ever happens
3. doing something when you have the opportunity
4. excitedly; to someone you trust and love forever
5. extremely happy and pleased

**Would You Rather?** (page 14)

Students will see you should show an understanding for each figure of speech.

**Meaningful Words** (page 15)

1. B  
2. A  
3. Challenge: Check sentences to be sure answers match the definitions.  
4. A, A, A, B, B  
5. Challenge: Check sentences to be sure answers match the definitions.

**Wacky Writing** (page 17)

Students will see that students have completed two of the three activities.

**Say What? Extension** (page 18)

Students will see that students have completed two of the three activities.

### Match That Figure!

**Purpose:** Provide definitions and orient students to the meaning of each figure of speech.

**Preparation:** Copy this page with nothing on the back, as it will be cut at the bottom.

#### Procedure

1. Have students cut apart the definitions at the bottom of the page.
2. Explain each figure of speech while students glue each card next to its corresponding figure of speech. Or, allow students to match the definitions with the figures of speech first and then discuss them.
3. Tell students to draw pictures to help them remember the figurative meanings of the figures of speech.
4. This sheet is great for students to reference while completing the other activities.

**Earth, Moon, and Sun—Match That Figure!**

**Directions:** Cut apart the definition cards. Glue each definition next to the correct phrase. Then, draw a picture to represent each figurative phrase.

Phrases	Definitions	Pictures
1. go to bed with the sun (generally)		
2. once in a blue moon (often)		
3. make hay while the sun shines (generally)		
4. follow to the ends of the earth (often)		
5. over the moon (often)		

going to bed with the sun (generally)  
 once in a blue moon (often)  
 make hay while the sun shines (generally)  
 follow to the ends of the earth (often)  
 over the moon (often)

### Would You Rather?

**Purpose:** Allow students to practice using the figures of speech in context.

**Preparation:** Copy the activity page and distribute to students.

#### Procedure

1. Have students read each sentence provided and choose the figure of speech that best completes each sentence.
2. At the end, have students create their own sentences using the figure of speech not used in one of the previous sentences. (If a student chooses an incorrect figure of speech in a previous sentence and then writes a sentence with the wrong figure of speech, he or she should still be given credit for the correct sentence.)

**Earth, Moon, and Sun—Would You Rather?**

**Directions:** Read and answer each question.

1. Would you rather follow a president or your best friend to the ends of the earth? Why?
2. Would you rather go to bed with the sun or wake up with the sun? Why?
3. Would you rather eat in a room or speak once in a blue moon? Why?
4. Would you rather be over the moon about giving gifts to people or receiving gifts from people? Why?
5. Write your own question using the phrase *make hay while the sun shines*.

# How to Use This Series (cont.)

## Activity Descriptions (cont.)

### Meaningful Words

**Purpose:** Provide exploration of multiple meanings of words in context. **Note:** Sometimes, the words will have very close meanings but are different parts of speech. For example, students may have to choose between “doctor” as a person or an action. This helps students pay attention to detail and use familiar words in new ways.

**Preparation:** Copy the activity page or display it for the class to view.

### Procedure

1. For each activity set, have students read the chosen word and review the different meanings of the word. **Note:** Specific definitions were chosen for each word but not every common definition was used.
2. Have students choose which definition matches how the word is used in the context of each sentence. Students can underline or highlight which words they used as context clues to aid in choosing a definition.
3. For the challenge activity, students choose one definition and write a sentence that correctly shows context for the meaning of the word with the chosen definition.

Science Name \_\_\_\_\_ Date \_\_\_\_\_

### Earth, Moon, and Sun—Meaningful Words

**Directions:** For each sentence, write the letter of the correct definition. Then, create your own sentence using the selected word.

**once in a blue moon**

A. blue (adjective): a color often described as a clear sky  
B. blue (adjective): feeling sad or down in spirits

1. Tim became blue when he noticed it might rain on his birthday.  
2. Melissa was excited to paint her room blue and turquoise.  
3. Jerry felt blue after he saw his poor grades on his report card.

**Challenge:** Choose a definition, and write a sentence using the word blue.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**make hay while the sun shines**

A. shine (verb): the act of polishing an object to make it gleam  
B. shine (noun): the light coming off an object  
C. shine (verb): to be good at something and stand out

4. Karen worked diligently trying to shine her shoes to be ready for the dance.  
5. Terry's skills in reading allowed her to shine in class and advance to chapter books.  
6. Julio was blinded by the shine coming off the newly painted car.

**Challenge:** Choose a definition, and write a sentence using the word shine.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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### Wacky Writing

**Purpose:** Practice the meanings of the figures of speech through application in writing.

**Preparation:** Copy the activity page or display it for the class to view.

### Procedure

1. Have students read and answer each prompt.
2. Answers will vary, and correct completion is based on correct application of the figure of speech in the answer.

Science Name \_\_\_\_\_ Date \_\_\_\_\_

### Earth, Moon, and Sun—Wacky Writing

**Directions:** Read and answer each prompt.

1. Describe two people you would follow to the ends of the earth. Then, explain why you would choose them.  
\_\_\_\_\_  
\_\_\_\_\_

2. Explain three benefits of going to bed with the sun.  
\_\_\_\_\_  
\_\_\_\_\_

3. Describe two things you only do once in a blue moon.  
\_\_\_\_\_  
\_\_\_\_\_

4. Write about something you could do to make hay while the sun shines if you had an extra hour each day.  
\_\_\_\_\_  
\_\_\_\_\_

5. Describe something you could receive in the mail that you would be over the moon about.  
\_\_\_\_\_  
\_\_\_\_\_

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# How to Use This Series (cont.)

## Activity Descriptions (cont.)

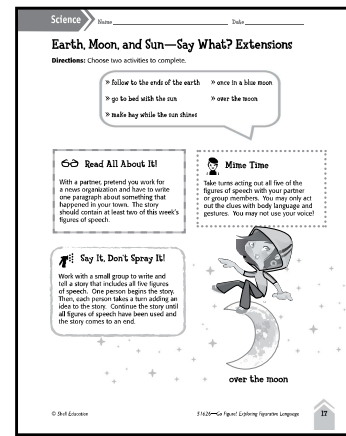
### Say What? Extensions

**Purpose:** Apply knowledge of the figures of speech through critical thinking, language practice, and creativity during challenging and fun activities.

**Preparation:** Read each activity ahead of time to determine what supplies the students may need, and have these supplies available to the students (e.g., flashcards, markers).

#### Procedure

1. Have students select and complete two of the three activities provided. Some activities are completed individually, while others are completed with partners or in small groups.
2. **Optional:** You may decide to have students choose only one activity, or complete all activities if time permits.



## Correlation to the Standards

Shell Education is committed to producing educational materials that are research and standards based. As part of this effort, we have correlated all of our products to the academic standards of all 50 states, the District of Columbia, the Department of Defense Dependents Schools, and all Canadian provinces.

### Purpose and Intent of Standards

The Every Student Succeeds Act (ESSA) mandates that all states adopt challenging academic standards that help students meet the goal of college and career readiness. While many states already adopted academic standards prior to ESSA, the act continues to hold states accountable for detailed and comprehensive standards. Standards are statements that describe the criteria necessary for students to meet specific academic goals. They define the knowledge, skills, and content students should acquire at each level. State standards are used in the development of our products, so educators can be assured they meet state academic requirements.

### How to Find Standards Correlations





To print a customized correlation report of this product for your state, visit our website at [www.teachercreatedmaterials.com/administrators/correlations/](http://www.teachercreatedmaterials.com/administrators/correlations/) and follow the online directions. If you require assistance in printing correlation reports, please contact our Customer Service Department at 1-877-777-3450.

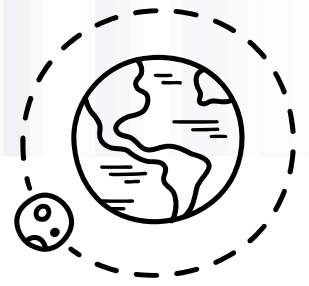


# How to Use This Series *(cont.)*

## Extension Activities Descriptions

Each extension activity focuses on one type of learning: visual, kinesthetic, auditory, linguistic, spatial, intrapersonal, or interpersonal. This chart explains each extension activity in this book.

Extension	Type of Learning	Explanation
 <b>Actor's Studio</b>	kinesthetic	Act out each figure of speech using body motions for a peer to guess.
 <b>Comic Strip</b>	visual	Create a comic strip to demonstrate the humor of misunderstanding a figure of speech and how that can lead to confusion.
 <b>Conversation Starter</b>	linguistic, interpersonal	Write a dialogue to practice applying the meaning of each figure of speech.
 <b>Example and Non-example</b>	linguistic	To gain a better understanding of the meanings, think, write, and discuss examples and non-examples of figures of speech.
 <b>The Extra Mile</b>	interpersonal, kinesthetic	Use the phrase <i>to go the extra mile</i> in everyday situations.
 <b>Figurative and Literal</b>	kinesthetic	Using creativity, draw literal and figurative interpretations of figures of speech.
 <b>Friendly Letter</b>	interpersonal	Write a friendly letter using the term <i>solid as a rock</i> .
 <b>Matching Game</b>	kinesthetic	Practice matching each definition to its corresponding phrase in a fun and engaging way.
 <b>Memory Game</b>	kinesthetic	Test memory and understanding of the figures of speech by using index cards to paraphrase the definitions.
 <b>Mime Time</b>	kinesthetic	Use body language and gestures to show comprehension of figures of speech.
 <b>No Man Is an Island</b>	intrapersonal	Use the phrase <i>no man is an island</i> to complete a creative writing activity.
 <b>Poetry Time</b>	musical, linguistic	Create a rhyming poem, verse, or song to define each figure of speech.
 <b>Read All About It</b>	auditory, linguistic	Write a creative short story for a newspaper using at least two figures of speech.
 <b>Say It, Don't Spray It!</b>	linguistic	Write a short story using all the figures of speech.
 <b>Short Story</b>	linguistic	Use at least two figures of speech to write a personal story.
 <b>Tell Me a Tale</b>	linguistic	Construct a fairy tale using multiple figures of speech.
 <b>Tunnel Vision</b>	kinesthetic, intrapersonal	Apply the phrase <i>light at the end of the tunnel</i> to a personal goal.
 <b>Word Association</b>	linguistic	Associate one or two words with each figure of speech.
 <b>Valentine's Day Card</b>	linguistic, interpersonal	Use a figure of speech to construct a Valentine's Day card for a historical couple.



## Figures of Speech

- » follow to the ends of the earth    » once in a blue moon
- » go to bed with the sun                » over the moon
- » make hay while the sun shines

## Overview

Students will enjoy learning about Earth-, Moon- and Sun-related figures of speech through the activities in this section. For detailed instructions on how to implement the activities in this lesson, see pages 8–10.

## Materials

- › copies of *Earth, Moon, and Sun—Match That Figure!* (page 13)
- › copies of *Earth, Moon, and Sun—Would You Rather?* (page 14)
- › copies of *Earth, Moon, and Sun—Meaningful Words* (page 15)
- › copies of *Earth, Moon, and Sun—Wacky Writing* (page 16)
- › copies of *Earth, Moon, and Sun—Say What? Extensions* (page 17)
- › scissors and glue

## Additional Figures of Speech

- › down to earth
- › heaven on earth
- › salt of the earth
- › nothing new under the sun
- › fall off the face of the earth
- › think someone hung the moon
- › the sun rises and sets on someone
- › never let the sun catch you sleeping

## Answer Key

### Match That Figure! (page 13)

1. going to sleep early, often when the sun goes down
2. very seldom; something that hardly ever happens
3. doing something when you have the opportunity
4. committing to someone you trust and love forever
5. extremely happy and pleased

Pictures will vary but should show an understanding for each figure of speech.

### Would You Rather? (page 14)

Check sentences to be sure students' explanations answer the questions.

### Meaningful Words (page 15)

1. B    2. A    3. B

**Challenge:** Check sentences to be sure contexts match the definitions chosen.

4. A    5. C    6. B

**Challenge:** Check sentences to be sure contexts match the definitions chosen.

### Wacky Writing (page 16)

Students' responses should accurately answer each prompt and demonstrate understanding of the figurative phrase.

### Say What? Extensions (page 17)

Check to see that students have completed two of the three activities.



# Earth, Moon, and Sun—Match That Figure!

**Directions:** Cut apart the definition cards. Glue each definition next to the correct phrase. Then, draw a picture to represent each figurative phrase.

Phrases	Definitions	Pictures
1. go to bed with the sun (proverb)		
2. once in a blue moon (idiom)		
3. make hay while the sun shines (proverb)		
4. follow to the ends of the earth (idiom)		
5. over the moon (idiom)		

doing something when you have the opportunity	very seldom; something that hardly ever happens	extremely happy and pleased	going to sleep early, often when the sun goes down	committing to someone you trust and love forever
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# Earth, Moon, and Sun—Would You Rather?

**Directions:** Read and answer each question.

1. Would you rather follow a president or your best friend *to the ends of the earth*? Why?

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2. Would you rather *go to bed with the sun* or wake up with the sun? Why?

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3. Would you rather eat ice cream or spinach *once in a blue moon*? Why?

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4. Would you rather be *over the moon* about giving gifts to people or receiving gifts from people? Why?

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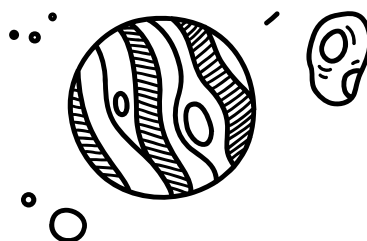
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5. Write your own question using the phrase *make hay while the sun shines*.

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# Earth, Moon, and Sun—Meaningful Words



**Directions:** For each sentence, write the letter of the correct definition. Then, create your own sentence using the selected word.

once in a blue moon

- A. blue (adjective): a color, often described as a clear sky
- B. blue (adjective): feeling sad or down in spirits

- \_\_\_ 1. Tim became blue when he noticed it might rain on his birthday.
- \_\_\_ 2. Melissa was excited to paint her room blue and turquoise.
- \_\_\_ 3. Jerry felt blue after he saw his poor grades on his report card.

**Challenge:** Choose a definition, and write a sentence using the word *blue*.

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make hay while  
the sun shines

- A. shine (verb): the act of polishing an object to make it glisten
- B. shine (noun): the light coming off an object
- C. shine (verb): to be good at something and stand out

- \_\_\_ 4. Karen worked diligently trying to shine her shoes to be ready for the dance.
- \_\_\_ 5. Terry’s skills in reading allowed her to shine in class and advance to chapter books.
- \_\_\_ 6. Julio was blinded by the shine coming off the newly painted car.

**Challenge:** Choose a definition, and write a sentence using the word *shines*.

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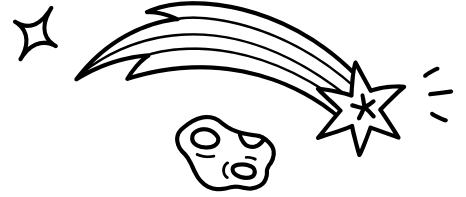


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# Earth, Moon, and Sun—Wacky Writing



**Directions:** Read and answer each prompt.

1. Describe two people you would *follow to the ends of the earth*. Then, explain why you would choose them.

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2. Explain three benefits of *going to bed with the sun*.

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3. Describe two things you only do *once in a blue moon*.

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4. Write about something you could do to *make hay while the sun shines* if you had an extra hour each day.

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5. Describe something you could receive in the mail that you would be *over the moon* about.

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# Earth, Moon, and Sun—Say What? Extensions

**Directions:** Choose two activities to complete.

- » follow to the ends of the earth      » once in a blue moon  
 » go to bed with the sun                » over the moon  
 » make hay while the sun shines

## Read All About It!

With a partner, pretend you work for a news organization and have to write one paragraph about something that happened in your town. The story should contain at least two of this week's figures of speech.

## Say It, Don't Spray It!

Work with a small group to write and tell a story that includes all five figures of speech. One person begins the story. Then, each person takes a turn adding an idea to the story. Continue the story until all figures of speech have been used and the story comes to an end.



## Mime Time

Take turns acting out all five of the figures of speech with your partner or group members. You may only act out the clues with body language and gestures. You may not use your voice!



over the moon