

6th Grade Figurative Language Unit



Personification

Lesson C - Personification

6th Grade Language Arts

45 minutes

21 students

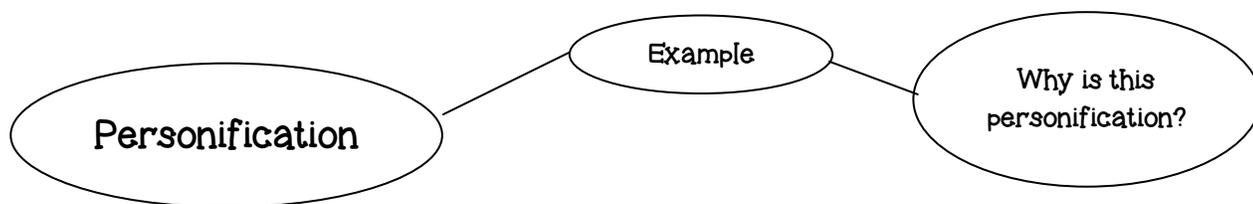
Standard: ICG L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Benchmark: Interpret figures of speech (e.g., personification) in context.

Objectives: 1. After a lesson on personification, 6th grade students will be able to accurately portray a personified object in a letter-writing assignment.

Anticipatory Set: Review similes and metaphors and discuss how they help to enhance writing. Ask students what else makes writing fun to read. For example, in the book, "Charlotte's Web," what is unique about the spider? Or, what is unique about cartoon shows with animals?

Instructional Input: Define personification: giving human traits to non-human things. Create a concept map including examples the students have seen with personification. This could include examples from t.v. shows, books, movies, etc. A probing question may be: What can Spongebob Squarepants do that real sponges cannot?



Modeling: Transition into an explanation of the assignment. Students will be writing a letter as a personified non-human object to a human of their choice. They must include an explanation of their non-human object's human traits. Provide students with the following model of a dog writing a letter to its owner. Have the students identify which human traits the dog has.

Guided Practice: Have students help complete the rest of the letter based on what they learned in the introduction. Encourage them to think of more human-like traits that the dog might possess.

Independent Practice: Explain to the students that they first need to pick a non-human thing and give them at least 3 human traits. Then, they'll choose their living object that they're writing the letter to. Use the attached worksheet for students to start their brainstorming.

Give students the remainder of the class period to work.

Closure: Towards the end of class, tell students if they haven't completed their assignment, they need to finish by the next class period.

Formative Assessment: Gather students' letters the following day. Allow time for them to share to their classmates. Assess students on their ability to accurately personify a non-human object with at least 3 human-like traits.

Extensions: Students who need more of a challenge can write the letter from the point-of-view of a living object to a non-human object. The living object would suspect that the non-human object is personified. For example, a pet store owner wondering about what his animals do at night.

Modifications: Students who need more structure could use the attached outline of a letter format. This will help the task to seem less overwhelming for students who struggle with writing.

Dear Owner,

It may seem odd that you are receiving a letter from me, your dearest dog, but I wanted to let you know that I do understand when you are speaking to me and I always have fun playing with you. I also have some important and exciting news to share with you.

When you're not around, I talk to my cat friends, but they're definitely not as cool as you are. So, I left the farm one day and as I was walking up the road, I discovered that I had superhero powers!

I could walk on just two legs, and I could begin to talk to other humans around me.

I'm looking forward to hearing from you.

Love, Chloe



Personification Letter

First, choose your non-human object: _____

Then, choose their 3 human traits: _____

Finally, choose the living object
who will be the audience of your
letter _____

Get a piece of lined paper and start writing!

Dear _____,

(Introduction)

(Body)

(Closing Sentence)

Sincerely,
