Teaching Figurative Language with

Theodore, the Turkey Who Found a Zoo.

Grade 3-4

In this lesson, students will learn to recognize various types of figurative language. These include onomatopoeia, alliteration, imagery, simile.

Teaching time: 1 day/ELA class period.

Supplies: Theodore, the Turkey Who Found a Zoo by Allison F. Speer; assume that you have pretaught or introduced students to figurative language concepts.

Before reading: Tell students you are on a hunt for the following types of figurative language (see list above). You might even have the words of the various types of FL posted on your board for easy access.

During reading: Have students make a list in their journals of what type of figurative language they hear. They will want to announce it, but tell them you will take a count at the end of how many there are of the different kinds.

After reading: Students will have a class discussion about the type of FL and what it was.

You could also turn this into a scavenger hunt. (Find the FL in the book). Here is a list of the various types and page numbers.

**Alliteration**: p. 2 “Straight Sidewalks”

P.5 strolling and strutting

P. 12 spot is for stripes only

P. 29 long, lanky leg; I always tell them the turkey’s turf is not in our territory

P. 32 pesky penguins and lazy lions

P. 35 giggled and gobbled

**Onomatopoeia** p.5-6 ROAR (also p.26)

P. 15 Tap, tap, tappity tap

P.21 Gobble Gobble Gobble

**Imagery** p. 2 beautiful two-story houses, big magnolia trees and straight sidewalks

P. 6 through the gray pathways and crossed a busy street.

P.14 one, two, three steps and entered the chilly, dim room

P. 21 standing on the bench that overlooked a vast plot of greenness and a sun-covered plateau

**Simile p.** Toppled over like bowling pins

P. like the petals surrounding a sunflower

P. eyes lit up like the stars over the vast Texas night sky

EXTENSION: Students could use the book and write their own sentence with figurative language. Pass out cards with the names of different types of FL. Students pair together to write a sentence that includes a character from the book and a simile, for example. Then students share their sentences.