

Personification

Grade Level: 4th Grade

Content Area: Language Arts/Reading

Objective: The students will be able to identify figurative language, specifically personification, in text by categorizing ten sentences as containing personification or not with 100% mastery.

Standard: ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

d. Identifies sensory details and figurative language.

Pre-Assessment:

The teacher will use two different measures to pre-assess the students' knowledge of personification. First, the teacher will gather data from the benchmark assessment used by the school, Thinkgate. Secondly, the teacher will hand out a pre-assessment to assess the students' knowledge or personification. (see Assessment Attachment)

Introduction:

The teacher will hold up an old, dusty white container and ask the students to think of a word or words to describe the container. The teacher will then ask for volunteers to share their ideas. The expected responses will be answers such as white, dusty, rectangle, etc. After several examples are given, the teacher will explain to the students that she got this container from a corner in the classroom, where it was all by itself. The teacher will then ask the following questions, "Would anyone have considered saying this container is sad?, What about tired or lonely?" The teacher will then ask the students, "Can a container be sad, tired or lonely? Aren't these human qualities? Even though we know the dusty container cannot be sad, tired or lonely, doesn't it look like it could be sad, tired or lonely." When I gave human qualities to this container by saying that it was sad, tired and lonely, I was personifying the container. We are going to be learning about personification in our reading lesson today.

Instruction/Modeling:

The teacher will have a piece of chart paper with the following heading: **Readers recognize personification in their reading.** The teacher will explain to the students that authors or writers use personification to make their stories better. The teacher will explain that when an author uses personification or personifies something that is not human, they are giving human qualities to that thing. The teacher will point out the base word "person" in personification and explain to the students that they can use this as a clue that the concept of personification means giving a non-human object or animal a human quality. The teacher will have the following definition on a piece of chart paper: Personification is a type of figurative language in which a non-human object or animal is given human qualities. The teacher will then ask the students, "What are human qualities? Can anyone give an example?" The teacher will record the responses on the same piece of chart paper under the heading **Human Qualities**. The teacher will also explain that while animals share similar qualities as humans, there are also things that humans do that animals cannot do. The teacher will ask the students for examples of human qualities that animals cannot do, such as talk and laugh. The teacher will record those examples on the piece of chart paper as well.