



Figurative Language: Saturday Night Live-Style

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Language Arts
Grades 9-12



Introduction

Students will have to engage and grapple with various types of figurative language and work with their peers to put on a Saturday Night Live-style skit to demonstrate their understanding.

Learning Objectives

Students will:

- [CCSS.ELA-LITERACY.L.11-12.5](#) - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-LITERACY.L.11-12.5B](#) - Analyze nuances in the meaning of words with similar denotations.

Materials Needed

- Examples of informational text: old magazines, newspapers and journals
- Text examples of figurative language

Procedure

1. Prior to this lesson, collect several old magazines, newspapers, and journals that have informational text. If you are utilizing technology, you may also collect websites and links that provide students with access to several examples of informational text.
2. Do a quick mini-lesson or overview of the figurative language terms: irony, hyperbole, paradox, satire and oxymoron. Define these terms with the students, provide examples of them in use, and model how to create and identify these terms.
3. Provide an opportunity for the students to work together with their peers to identify these terms from the text examples of figurative language.
4. Provide an opportunity for the students to create their own examples of each of these terms.
5. Using the informational text sources (old magazines, newspapers and journals), challenge the students find ways to make connections to the figurative language elements. For example, when reading a sports article about two rival basketball teams, the students can use the oxymoron “love-hate relationship” to connect to the informational text.

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6. After the students have had opportunities to practice making connections between informational text and figurative language, extend this lesson by having the students become news reporters that report information using the figurative language expressions.
7. The students should role play this in small groups as if they were a team of news anchors. They should rehearse these news stories as if they were preparing a Saturday Night Live skit.
8. You may also choose to record these skits to make them more authentic and to provide an additional level of challenge for the students.
9. Students should be given at least five minutes to perform their skits. Because it may take time to ensure that their work makes a clear connection between informational text and figurative language, you may need to provide additional class sessions for the students.

Evaluation

There are several opportunities to collect evaluation data with the students. The best opportunity would be to evaluate how well they created and performed their Saturday Night Live skits. You may want to create a rubric to evaluate these skits. If a rubric is created, it is advised to review these rubrics with the students prior to starting the station rotations.