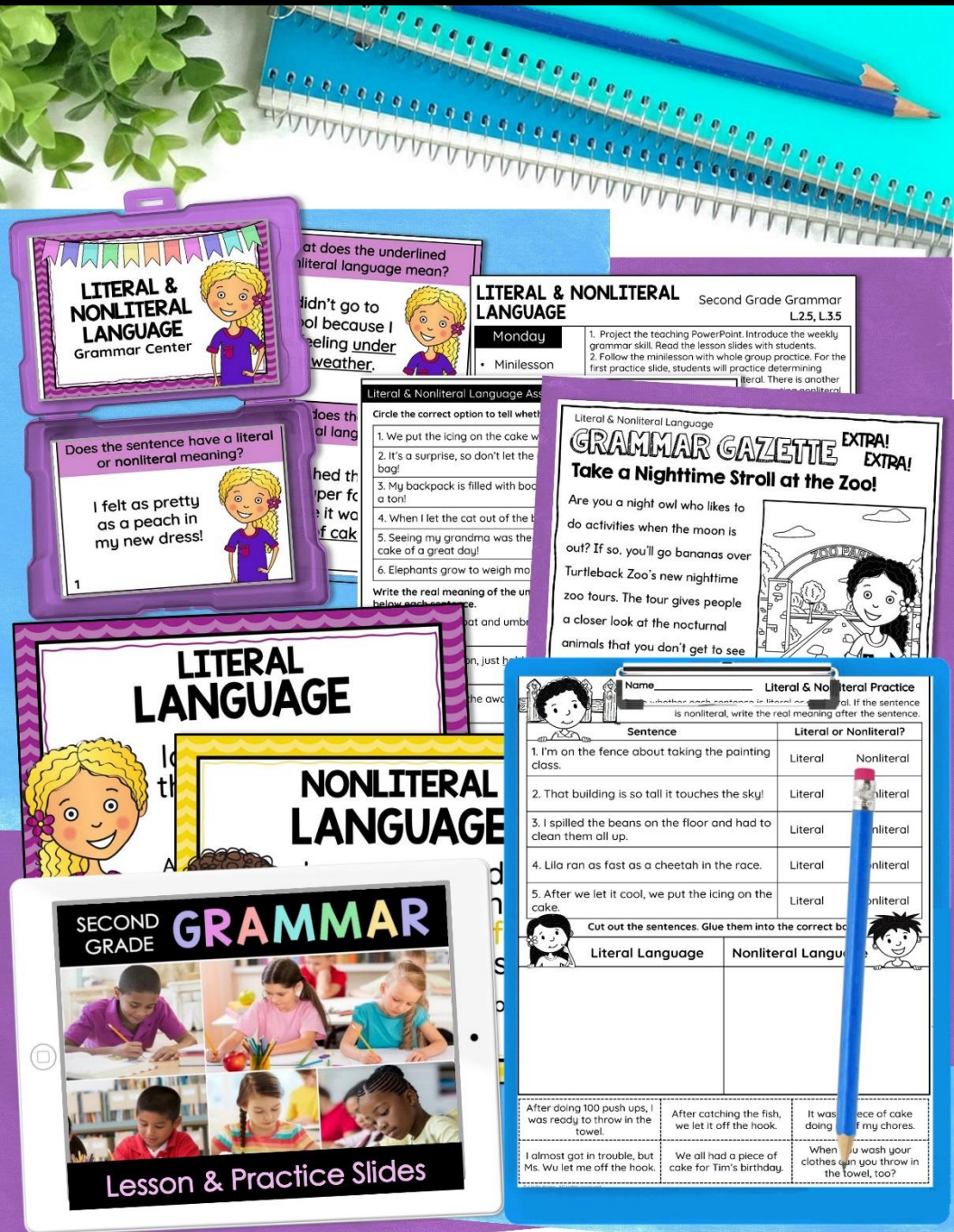


Included in the unit:



An entire week of grammar including:

- 15-Minute daily routine
- Lesson plan
- Teaching PowerPoint
- Practice worksheet
- Reading passage
- Writing activity
- Center task cards
- Assessment
- Skill poster

Daily Grammar Practice

Each unit follows a simple & effective weekly routine

Daily Routine

- Monday** Minilesson | Group practice
- Tuesday** Partner practice & worksheet
- Wednesday** Center activity
- Thursday** Reading passage & writing activity
- Friday** Assessment

LITERAL & NONLITERAL LANGUAGE

Second Grade Grammar
L.2.5, L.3.5

Monday

- Minilesson

*Each day's lesson & activity is designed to take 15 minutes.

1. Project the teaching PowerPoint. Introduce the weekly grammar skill. Read the lesson slides with students.
2. Follow the minilesson with whole group practice. For the first practice slide, students will practice determining whether language is literal or nonliteral. There is another practice slide to help students with interpreting nonliteral language. This can be used to replace the first practice or in addition to the first practice. One of the practice activities can also be used on another day to help students review the skill.
3. Students work with a partner for the partner practice slide. Students use a journal, scrap paper, or whiteboards for the writing portion of the slide.

Tuesday

- Practice worksheet

1. Review the minilesson slides if needed. Project the Talk About It slide for students to review further.

2. Students complete the practice worksheet.

Wednesday

- Task Card Center

Students continue practice using task cards. Use the cards as a literacy center or place them around the room for students to "roam the room" to complete with a partner. Another option is to spread the cards onto desks. Students complete the card and pass it on to the next in any order.

NONLITERAL LANGUAGE



Aft
I fe



LITERAL LANGUAGE

language and text that means **exactly** what it says

A small car **weighs a ton**, which is about 2,000 pounds.



With lesson plans, poster & teacher directions

Day 1 Introduce the Skill

Minilesson & activity slides on PowerPoint

- Teaching slides to introduce the skill
- Interactive slides with moveable pieces to model & practice whole group
- Partner slides to review & practice together

Extra! Extra! GRAMMAR GAZETTE

Literal & Nonliteral Language

GRAMMAR GAZETTE EXTRA Take a Nighttime Stroll at the Zoo

Are you a night owl who likes to do activities when the moon is out? If so, you'll go bananas over Turtleback Zoo's new nighttime zoo tours. The tour gives people a closer look at the nocturnal animals that you don't get to see in the daytime. The sign on the gate that you'll see

WHAT DOES IT MEAN? PRACTICE

The crowd went bananas when the band started to play.

My little sister can really be a silly

Tell the real meaning of the nonliteral language.



More Nonliteral Language

s in his

Cats and dogs can't rain from the sky, so this can't be literal!

It's raining cats and dogs

LITERAL OR NONLITERAL? PRACTICE

Don't spill the beans on the table!



literal

about going to



nonliteral

More Nonliteral Language

You can't really zip your lips shut, so this can't be literal!

Zip your lips

Literal vs. Nonliteral

LITERAL

I ate a piece of cake for dinner.

NONLITERAL

That test was a piece of cake!

What is literal language?

Literal language is language that means exactly what it says.

For example,

I ate a piece of cake after dinner.

This sentence means exactly what it says.



What is nonliteral language?

Nonliteral language is language and text that means something different than what it says.

For example,

That test was a piece of cake!



Day 2 Partner & Independent Practice



TALK ABOUT IT

Review Tell your partner the difference between literal and nonliteral



PARTNER PRACTICE

This house is a pigsty, so we need to clean up!

I counted ten pigs in the pigsty at the farm.



Tell your partner which sentence is literal, and which is nonliteral. Write the real meaning of the nonliteral language on your paper.

Partner practice slides

Name _____ Literal & Nonliteral Practice

Circle whether each sentence is literal or nonliteral. If the sentence is nonliteral, write the real meaning after the sentence.

Sentence	Literal or Nonliteral?	
1. I'm on the fence about taking the painting class.	Literal	Nonliteral
2. That building is so tall it touches the sky!	Literal	Nonliteral
3. I spilled the beans on the floor and had to clean them all up.	Literal	Nonliteral
4. Lila ran as fast as a cheetah in the race.	Literal	Nonliteral
5. After we let it cool, we put the icing on the cake.	Literal	Nonliteral

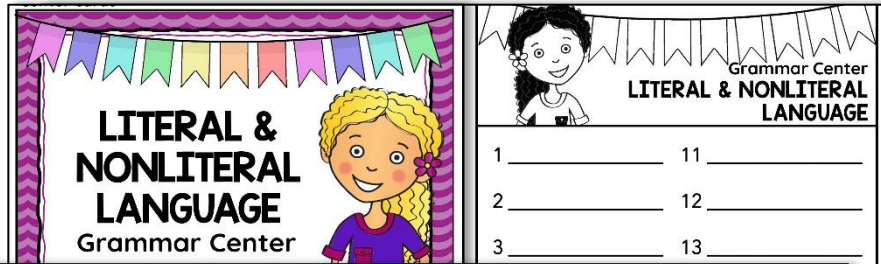
Cut out the sentences. Glue them into the correct box.

Literal Language	Nonliteral Language

After doing 100 push ups, I was ready to throw in the towel.	After catching the fish, we let it off the hook.	It was a piece of cake doing all of my chores.
I almost got in trouble, but	We all had a piece of	When you wash your



Day 3 Center activity



Task card game for students to practice independently at a grammar center

Does the sentence have a literal or nonliteral meaning? I felt as pretty as a peach in my new dress.	Does the sentence have a literal or nonliteral meaning? Ben cooked a very yummy dinner tonight.
Does the sentence have a literal or nonliteral meaning? I like to fly my _____	Does the sentence have a literal or nonliteral meaning? My sister made a _____
Which sentence has a LITERAL meaning? A. Wesley is acting like such a crab this morning.	Which sentence has a NONLITERAL meaning? A. Sara was on the fence about what to do.
What does the underlined nonliteral language mean? I didn't go to school because I was <u>feeling under the weather</u> .	What does the underlined nonliteral language mean? We have to be quiet in the hall, so <u>zip your lips!</u>
What does the underlined _____	What does the underlined _____

Or use them whole group

- for a Gallery walk or a Roam the Room
- to play Scoot
- to project them on your whiteboard to play

Day 4 Apply the skill in writing

Easily differentiate with three formats to choose from

1. Students write a newspaper story using words in the target skill.

2. Students who need more guidance use the word bank version.

3. Students read the article and circle words in the target grammar skill.


Literal & Nonliteral Language

GRAMMAR GAZETTE EXTRA! EXTRA!

Title _____

Written by _____

3



Literal & Nonliteral Language

GRAMMAR GAZETTE EXTRA! EXTRA!


Literal & Nonliteral Language

GRAMMAR GAZETTE EXTRA! EXTRA!

Title _____

Written by _____

1



Literal & Nonliteral Language

GRAMMAR GAZETTE EXTRA! EXTRA!

2



Picture for a news story. Use at least 2 examples of the target skill. Circle the nonliteral language in your story. Use the word bank to help you or use your own words.

me	animals	tour
guide	night owl	fun

Day 5 Assessment

Literal & Nonliteral Language Assessment

Name _____

Circle the correct option to tell whether each sentence is literal or nonliteral.

1. We put the icing on the cake with a knife.	Literal	Nonliteral
2. It's a surprise, so don't let the cat out of the bag!	Literal	Nonliteral
3. My backpack is filled with books, so it weighs a ton!	Literal	Nonliteral
4. When I let the cat out of the bag, it ran away.	Literal	Nonliteral
5. Seeing my grandma was the icing on the cake of a great day!	Literal	Nonliteral
6. Elephants grow to weigh more than a ton.	Literal	Nonliteral

Write the real meaning of the underlined nonliteral language on the line below each sentence.

7. I need my raincoat and umbrella because it's raining cats and dogs!

8. We will leave soon, just hold your horses for now!

9. When Tara won the award, she felt like she was on top of the world.

10. I got a great score on my test because it was a piece of cake!

Write a sentence using nonliteral language about a time you were nervous, excited, or very happy about something. Circle the nonliteral language in your sentence.


Students take an easy-to-grade assessment

With simple questions to determine if students can:

- identify the skill
- generate examples
- apply the skill in writing

Why this grammar series?

SECOND GRADE **GRAMMAR**



- Minilesson
- PowerPoint
- Task Cards
- Passage
- Writing
- Worksheet
- Assessment

Literal & Nonliteral Language

- Easy to implement 15-minute daily routine
- Ready-to-use lessons and activities
- The no-fluff tasks fit easily into your schedule
- Students practice and apply the skill in a variety of ways
- Partner talk engages all students
- Simple, easy to grade activities
- No prep required-Make copies and that's it!

[Click here](#) to see all the units

Each unit is available separately and in money-saving bundles.

SECOND GRADE GRAMMAR

YEARLONG MEGA BUNDLE



Lesson Plans

PowerPoints

Task Cards

Passages

Writing

Worksheets

Assessments

A Full Year of Grammar & Language

AROUND
KAMPFIRE

SECOND GRADE GRAMMAR

SECOND GRADE GRAMMAR	SECOND GRADE GRAMMAR	SECOND GRADE GRAMMAR
Nouns	Verbs	Adjectives

Bundle 1 Linda Kamp

SECOND GRADE GRAMMAR

SECOND GRADE GRAMMAR	SECOND GRADE GRAMMAR	SECOND GRADE GRAMMAR
Collective Nouns	Possessive Nouns	Pronouns

Bundle 2 Linda Kamp

SECOND GRADE GRAMMAR

SECOND GRADE GRAMMAR	SECOND GRADE GRAMMAR	SECOND GRADE GRAMMAR
Verb Tenses	Irregular Past Tense Verbs	Using Quotation Marks

Bundle 4 Linda Kamp

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SECOND GRADE GRAMMAR	SECOND GRADE GRAMMAR	SECOND GRADE GRAMMAR
Contractions	Compound Words	Using Commas

Bundle 3 Linda Kamp

SECOND GRADE GRAMMAR

SECOND GRADE GRAMMAR	SECOND GRADE GRAMMAR	SECOND GRADE GRAMMAR
Context Clues	Alphabetical Order	Dictionary Skills

Bundle 5 Linda Kamp

SECOND GRADE GRAMMAR

SECOND GRADE GRAMMAR	SECOND GRADE GRAMMAR	SECOND GRADE GRAMMAR
Simple & Compound Sentences	Adverbs	Prepositions

Bundle 6 Linda Kamp