

# Module: English 4<sup>th</sup> grade

# Welcome to the English 4th grade Module!

In this module you will learn about reading and language skills throughout the seven units.

1. Writing Dialogues
2. My Timeline
3. Making Predictions, Inferences, and connections
4. Figurative Language and the writing process
5. Nonfiction Study
6. Family Interviews
7. Story Elements, Organization, and Setting

These modules emphasize active and dynamic learning experiences. They include concepts, definitions, examples, reading passages, practice exercises and assessments.



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# Module: English 4<sup>th</sup> grade

## Unit 4: Figurative Language and Writing Process

# Introduction

## English 4th grade

### Unit 4

In this unit, *Figurative Language and Writing Process* the student analyzes texts that use figurative language, differentiates between simple or compound sentences, and defines the elements of a poem.

The learning objectives of this unit are:

At the end of this unit, you will:

1. determine the meaning of the words in nonliteral language.
2. identify similes and metaphors.
3. recognize the meaning of simple similes and metaphors.
4. identify characteristics of simple and compound sentences.
5. use abstract nouns to convey a feeling.
6. produce simple and compound sentences
7. define and identify elements of a poem

Module: English 4<sup>th</sup> grade

Unit 4: Figurative Language and Writing Process

**PRE TEST**

# Module: English 4<sup>th</sup> grade

## Unit 4 Figurative Language and Writing Process

# PRE TEST

Instructions: Read the questions and choose the correct answer.

1. Which sentence is a *simile*?

- a Mary's eyes were fireflies.
- b Christine is as sweet as sugar.
- c The wind was a howling wolf.
- d The thunder was a mighty lion.

2. Which sentence is a metaphor?

- a My father is as big as an elephant.
- b Lucía is as cold as ice.
- c Marilyn sings like an angel.
- d My teacher is a dragon.

# Module: English 4<sup>th</sup> grade

## Unit 4 Figurative Language and Writing Process

# PRE TEST

Instructions: Read the questions and choose the correct answer.

3. Which of the following is a simple sentence?

- a. He took the test several times, but he couldn't pass.
- b. I kicked the ball, and it hit Tom.
- c. He is famous, yet he is very humble.
- d. The little girl was carrying a basket on her head.

4. Which of the following is a compound sentence?

- a. The little boy was singing in the concert.
- b. Robert turn on the TV, please.
- c. You may watch TV, **or** you can go out to play.
- d. My neighbor's dog barks a lot every night.

# Module: English 4<sup>th</sup> grade

## PRE TEST

### Unit 4 Figurative Language and Writing Process

Instructions: Read the questions and choose the correct answer.

5. What is a single line in a poem called?

- a. stanza
- b. verse
- c. mood
- d. theme

6. What is a gap between stanzas called?

- a. space
- b. rhyme scheme
- c. centered
- d. mood



Module: English 4<sup>th</sup> grade

Unit 4 Figurative Language and Writing Process

Lesson 1: Simile and Metaphor

## Unit 4

## English 4th grade

### Lesson 1: Simile and Metaphor

#### Standards:

4.R.4L Determine the meaning of words and phrases as they are used in a literary text, distinguishing literal from nonliteral language.

4.LA.5 Demonstrate understanding of figurative language.

4.LA.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

### What are we going to learn?

The learning objectives of this lesson are:

1. determine the meaning of the words in nonliteral language.
2. identify similes and metaphors.
3. recognize the meaning of simple similes and metaphors.

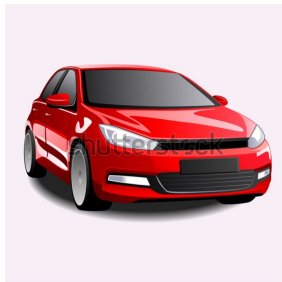
**Unit 4**  
**Lesson 1: Simile and Metaphor**

**English 4th grade**  
**Explanation**

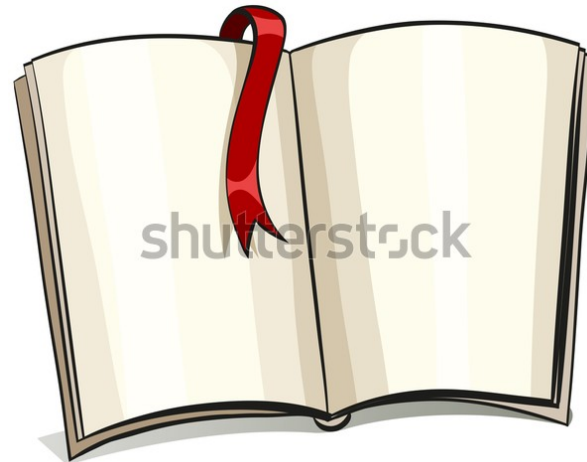
# Figurative and Literal Language

*Literally:* words function exactly as defined.

- The car is red.



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*Figuratively:* figure out what it means.

- I've got your back.



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## Unit 4

### Lesson 1: Simile and Metaphor

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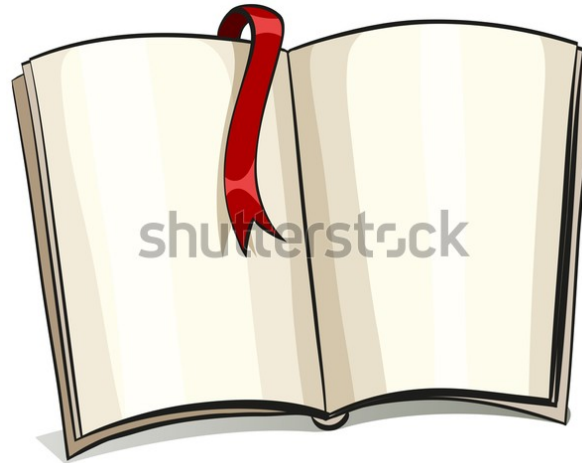
Explanation

# Figurative Language

Authors use *Figurative Language* to compare things that might not seem alike. The comparisons make their writing more interesting. Here are two common types of figurative language:

## Simile

when the author says that  
one thing is **like** or **as** other.



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## Metaphor

when the author says that  
one thing is **another**.

## Unit 4

### Lesson 1: Simile and Metaphor

## English 4th grade

### Examples

Observe the examples.

# Similes



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Kara is as sweet as candy.

The simile uses the word **as** to compare Kara with a candy. It means that she is really nice.



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The moon is like a pizza.

The simile uses the word **like** to compare the moon with a pizza. It means that the moon's shape is round like a pizza.

Important: using **like** or **as** doesn't make a simile.

A comparison must be made.

**Not a Simile:** I like pizza.

## Unit 4

### Lesson 1: Simile and Metaphor

## English 4th grade

### Examples

Observe the examples.

# Metaphors



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Her heart is stone.

The metaphor says that the heart **is a stone**, and that means that she has no feelings.



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Luisa is a doll.

The metaphor says that Luisa **is a doll**, and that means that she is very pretty.

## Unit 4

### Lesson 1: Simile and Metaphor

## English 4th grade

### Assessment

Instructions: Read the sentence. Then, read the question and choose the correct answer.

1. The brothers are **total opposites**.

Which *simile* can replace the words in bold without changing the meaning?

- a. like two peas in a pod
- b. like little angels
- c. like night and day
- d. Like a barrel of monkeys

2. Mayra walks **funny**.

Which *simile* can replace the words in bold without changing the meaning?

- a. like a diamond
- b. like a lighthouse
- c. like a lantern in the sky
- d. like a duck

## Unit 4

### Lesson 1: Simile and Metaphor

Instructions: Read the sentence. Then, read the question and choose the correct answer.

3. She is as sad as a sea-bird.

Why is this sentence a *simile*?

- a. because says that one thing is like or as other
- b. because words function exactly as defined
- c. because is literally true
- d. because there is a bird involved.

4. The test was a piece of cake.

Why is this sentence a *metaphor*?

- a. because words function exactly as defined
- b. because the cake was delicious
- c. because the test was difficult
- d. because it says that one thing is another



**Unit 4**  
**Lesson 1: Simile and Metaphor**

Instructions: Read the question. Then, choose the correct answer.

5. Which sentence is a simile?
- a. Children are the most beautiful flowers.
  - b. The clouds were fluffy like cotton.
  - c. He was a lion in battle.
  - d. The world is my oyster.
6. Which sentence is a simile?
- a. She is such an airhead.
  - b. The bunny's fur is a blanket of warmth.
  - c. This contract is as solid as the ground we stand on.
  - d. He is a diamond in the rough.

## Unit 4

### Lesson 1: Simile and Metaphor

Instructions: Read the question. Then, choose the correct answer.

7. Which sentence is a metaphor?
- a. Julianna sings like a nightingale.
  - b. Kris sleeps like a log.
  - c. My hair feels as dry as straw.
  - d. Gretchen is a fish when she swims.
8. Which sentence is a metaphor?
- a. The candle is a beacon of sunshine.
  - b. Peter is as sweet as pie.
  - c. Joseph is like a computer when he does his math.
  - d. As hard as nails.

## Unit 4

### Lesson 1: Simile and Metaphor

Instructions: Read the sentence. Then, read the question and choose the correct answer.

9. He eats like a pig.

What does this simile mean?

- a. He likes pigs
- b. Pigs are his favorite animals.
- c. He eats a lot.
- d. He is very nice.

10. You are my sunshine.

What does this metaphor mean?

- a. It's important to go the beach.
- b. The way the sun shines is very nice.
- c. You like to take the sun every day.
- d. You are so important to that person.

## Unit 4

### Lesson 1: Simile and Metaphor

English 4th grade

What did we learn in this lesson?



#### **We learned**

the difference between literal and figurative language.

#### **We practiced**

identifying similes and metaphors and recognizing their meaning.

#### **New words**

literal, figurative, simile, metaphor

**What should I do now?**

To learn more, continue to the next lesson.

# Module: English 4<sup>th</sup> grade

## Unit 4 Figurative Language and Writing Process

### Lesson 2: Simple and Compound Sentences

## Unit 4

# Lesson 2: Simple and Compound Sentences

### Standards

4.LA.1g Produce simple and compound sentences

4.LA.1j Use abstract nouns to convey an idea, emotion or feeling (e.g., freedom, happiness).

### What are we going to learn?

The learning objectives of this lesson are:

1. identify characteristics of simple and compound sentences.
2. use abstract nouns to convey a feeling.
3. produce simple and compound sentences.

## Unit 4

### Lesson 2: Simple and Compound Sentences

## English 4th grade

### Explanation

Review definition: *A sentence* is a group of words that expresses a complete thought.

We can group sentences based on their structure.

*A simple sentence* is a group of words that only consists of one independent clause

*A compound sentence* is a group of words that consists of at least two independent clauses.

## Unit 4

### Lesson 2: Simple and Compound Sentences

Read the information below:

- It contains the basic components that make a sentence, those are, subject, verb and the complete thought.
- It has one subject and one predicate.
- A simple sentence is also referred to as an independent clause.

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### Explanation

- A compound sentence has two independent clauses joined by a conjunction. (For, And, Nor, But, Or, Yet, and So).
- The comma in a compound sentence is always placed before the conjunction.



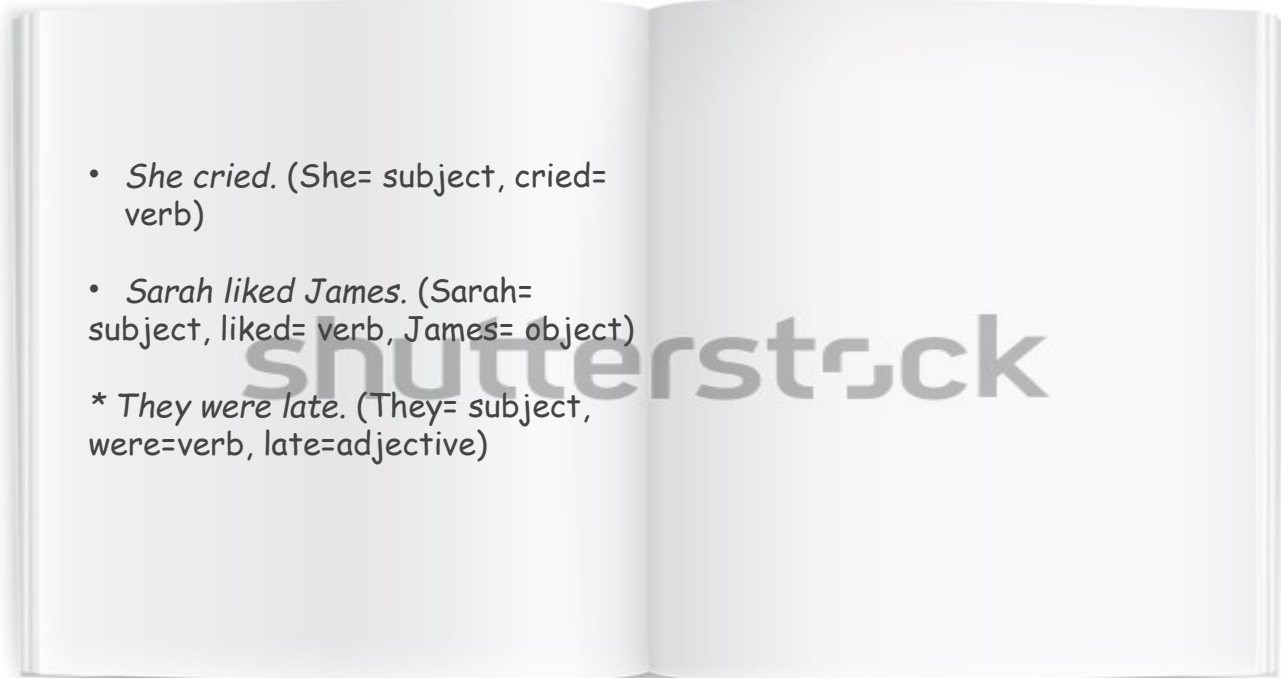
## Unit 4

### Lesson 2: Simple and Compound Sentences

English 4th grade

Examples

Observe the examples.

- 
- *She cried.* (She= subject, cried= verb)
  - *Sarah liked James.* (Sarah= subject, liked= verb, James= object)
  - \* *They were late.* (They= subject, were=verb, late=adjective)

Simple  
Sentences

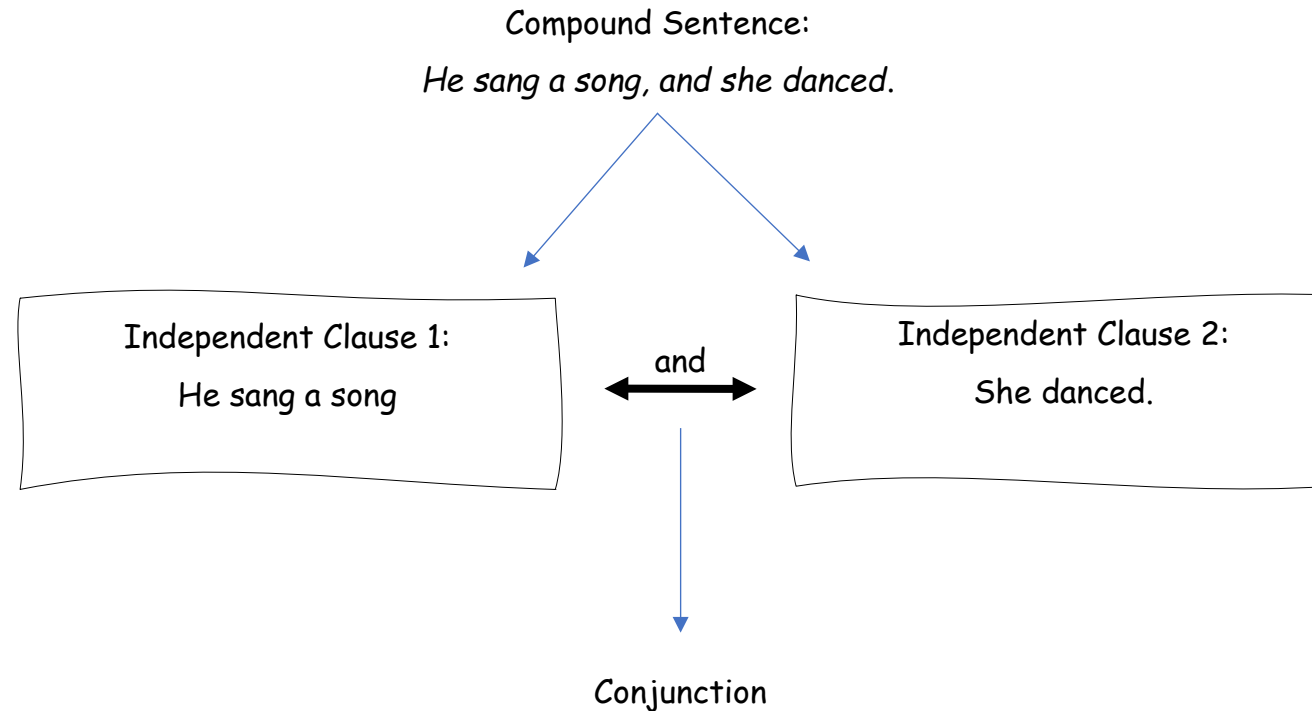
## Unit 4

### Lesson 2: Simple and Compound Sentences

English 4th grade

Examples

Observe the examples.



**Compound  
Sentences**

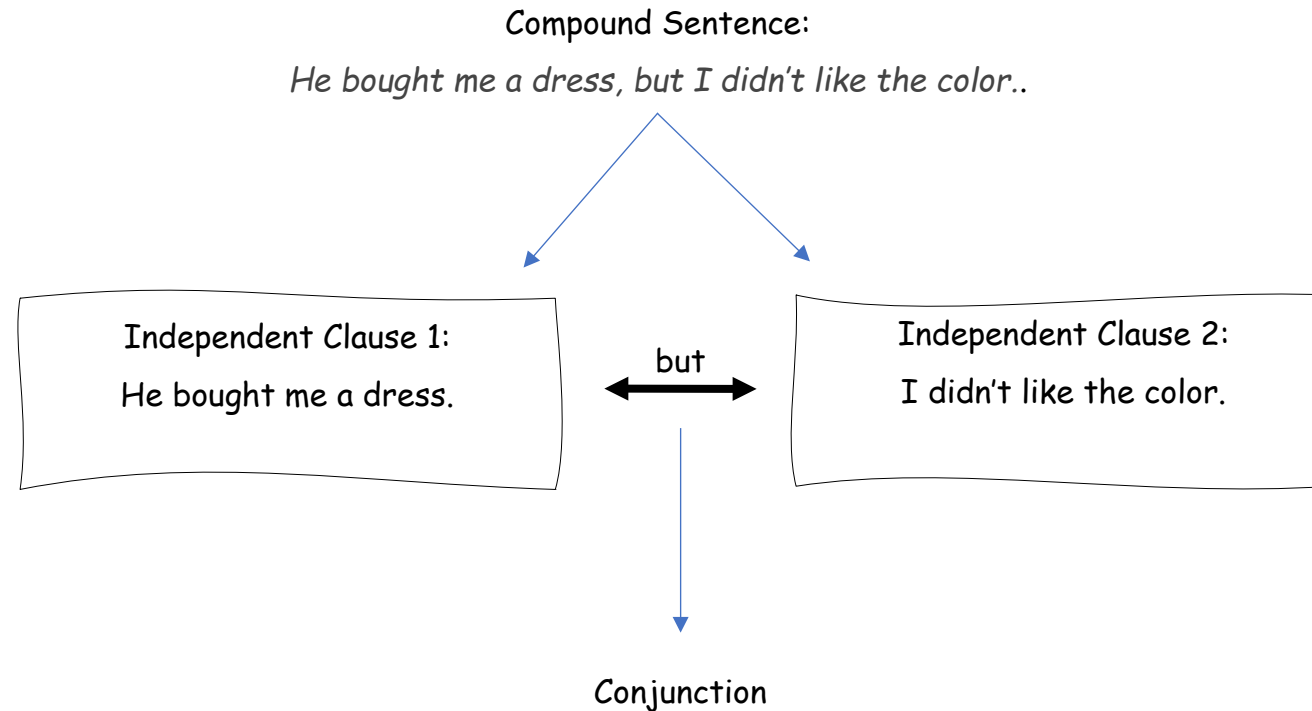
## Unit 4

### Lesson 2: Simple and Compound Sentences

English 4th grade

Examples

Observe the examples.



Compound  
Sentences

## Unit 4

### Lesson 2: Simple and Compound Sentences

Instructions: Read the question. Then, choose the correct answer.

1. What is a characteristic of a simple sentence?
  - a. A comma is placed before the conjunction..
  - b. It has two independent clauses.
  - c. It has one subject and one predicate
  - d. Clauses are combined with the use of a conjunction.
  
2. What is a characteristic of a compound sentence?
  - a. It is also called independent clause.
  - b. It has two independent clauses joined by a conjunction.
  - c. It has one subject, one verb, and a complete thought.
  - d. It is also referred to as an independent clause.

## Unit 4

### Lesson 2: Simple and Compound Sentences

Instructions: Read the question. Then, choose the correct answer.

3. Which of the following is a *simple sentence*?
  - a. John has returned home, so we didn't meet him.
  - b. My mother and I waited for my father for a long time.
  - c. John put the dishes away, and he swept the floor.
  - d. I really need to go to work, but I am too sick to drive.
  
4. Which of the following is a *simple sentence*?
  - a. I looked for Kim and Eliah at the bus station this morning.
  - b. He ran out of money, so he had to stop playing at the Casino.
  - c. They got there early, and they found really good seats.
  - d. I am counting my calories, and yet I really want dessert.

## Unit 4

### Lesson 2: Simple and Compound Sentences

Instructions: Read the question. Then, choose the correct answer.

5. Which of the following is a *compound sentence*?
- a. The best pharmacy in town can be found just around that corner.
  - b. My two dogs ran out the open door very fast .
  - c. Frank, the quarterback, kicked the ball too far.
  - d. They didn't have ice cream left at home, nor did they have money to go to the store.
6. Which of the following is a *compound sentence*?
- a. The teacher had to sharpen all the pencils after school.
  - b. Everyone was busy, so I went to the movies alone.
  - c. My mother gave me the best present ever.
  - d. Elsie and her grandma drove to the store this afternoon.

**Unit 4**  
**Lesson 2: Simple and Compound Sentences**

Instructions: Read the passage.

**Hairs**

from *The House on Mango Street*

by Sandra Cisneros

Everybody in our family has different hair. My Papa's hair is like a broom, all up in the air. And me, my hair is lazy. It never obeys barrettes or bands. Carlos' hair is thick and straight. He doesn't need to comb it. Nenny's hair is slippery—slides out of your hand. And Kiki, who is the youngest, has hair like fur.

But my mother's hair, my mother's hair, like little rosettes, like candy circles all curly and pretty because she pinned it in pin curls all day, sweet to put your nose into when she is holding you and you feel safe, is the warm smell of bread before you bake it, is the smell when she makes room for you on her side of the bed still warm with her skin, and you sleep near her, the rain outside falling and Papa snoring. The snoring, the rain, and Mama's hair that smells like bread.

## Unit 4

### Lesson 2: Simple and Compound Sentences

Instructions: Read the questions related to the passage "Hairs". Then, choose the correct answer.

7. How does the narrator express the feeling about the mother's hair?
- a. happiness
  - b. shame
  - c. sadness
  - d. discomfort
8. What is the correct way to form a compound sentence from these two clauses?
1. My hair is lazy.            2. It never obeys barrettes or bands.
- a. It never obeys barrettes or bands, but my hair is lazy.
  - b. My hair is lazy, and it never obeys barrettes or bands.
  - c. It never obeys barrettes or bands and, my hair is lazy.
  - d. My hair is lazy and it never, obeys barrettes or bands.



## Unit 4

### Lesson 2: Simple and Compound Sentences

Instructions: Read the questions related to the passage "Hairs". Then, choose the correct answer.

9. What is the correct way to form a compound sentence from these two clauses?
1. Carlos' hair is thick and straight.    2. He doesn't need to comb it.
- a. He doesn't need to comb it and, Carlos' hair is thick and straight.
  - b. Carlos' hair is thick and straight, nor he doesn't, need to comb it.
  - c. Carlos' hair is thick and straight, so he doesn't need to comb it.
  - d. He doesn't need to comb it nor, Carlos' hair is thick and straight.
10. What is the correct way to form two simple sentences from this compound sentence?
- My mother's hair is like little rosettes, and it's like candy circles all curly and pretty.
- a. My mother's hair. Is like little rosettes and candy circles all curly and pretty.
  - b. My mother's hair is like rosettes and like candy circles. All curly and pretty.
  - c. My mother's hair is like little rosettes. It's like candy circles all curly and pretty.
  - d. My mother's hair is like little. Rosettes, it's like candy circles all curly and pretty.

## Unit 4

### Lesson 2: Simple and Compound Sentences

English 4th grade

What did we learn in this lesson?



**We learned**

to distinguish between simple and compound sentences.

**We practiced**

to define and identify simple or compound sentences. We use abstract nouns to convey a feeling. We form compound sentences from two independent clauses.

**New Words**

simple, compound, independent, clause

What should I do now?

To learn more, continue to the next lesson.

Module: English 4<sup>th</sup> grade

Unit 4 Figurative Language and Writing Process.

Lesson 3: Elements of a Poem

## Unit 4

### Lesson 3: Elements of a Poem

English 4th grade

#### Standards .

4.R.5L Refer to parts of poems, using terms such as stanza.

#### What are we going to learn?

The learning objective of this lesson is to :

1. define and identify elements of a poem.

## Unit 4

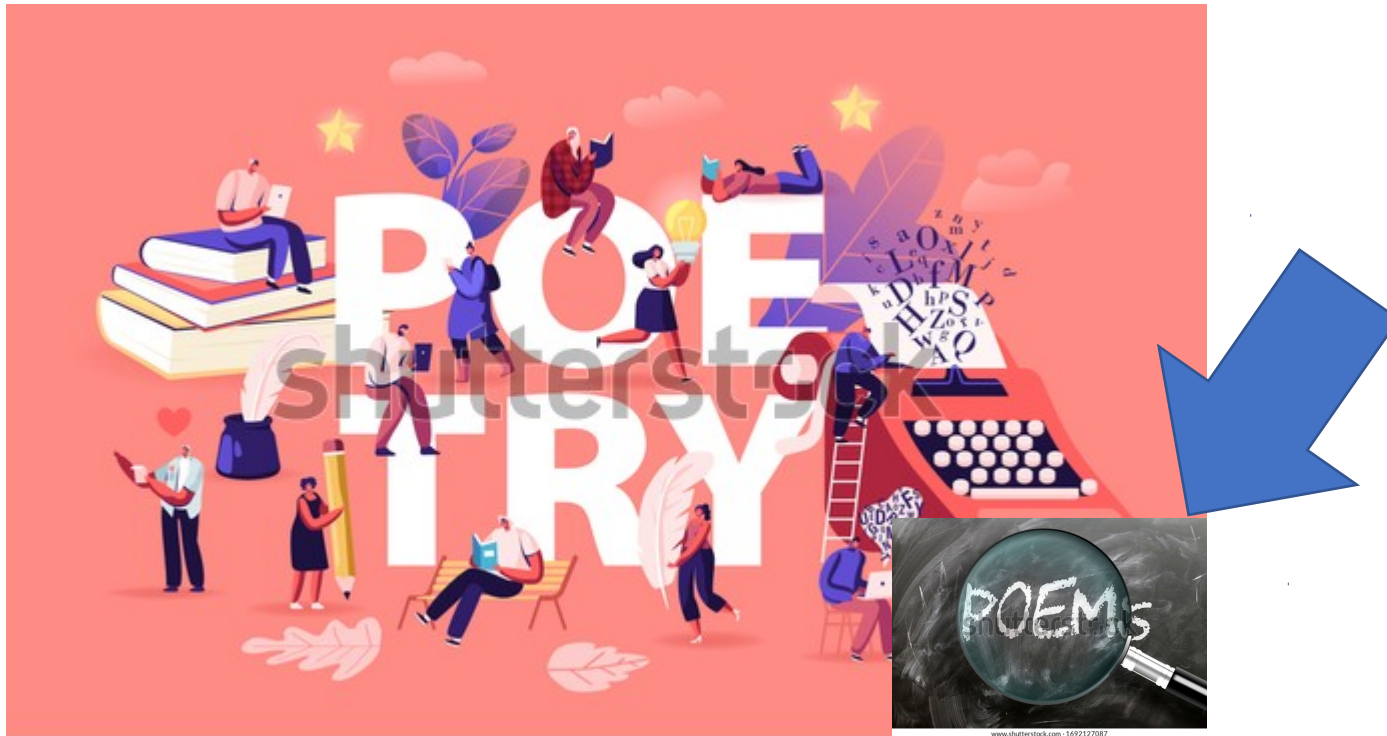
### Lesson 3: Elements of a Poem

From: Juicy English Social Page

*Poetry is a literary genre that uses aesthetics and rhythmic qualities of language to evoke feelings and emotions, and a poem is what we call a piece of poetry.*

## English 4th grade

### Explanation



A poem is a piece of writing in which the words are chosen for their beauty and sound and are carefully arranged, often in short lines that rhyme.

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## Unit 4

### Lesson 3: Elements of a Poem

## English 4th grade

### Explanation

The main elements of a poem are:

| Title                 | Author/poet   | Stanza   | Space                  | Verse   | Form   |
|-----------------------|---|--|------------------------|---|--|
| The name of the poem. | The person who writes the poem. They usually leave their signature. | A group of lines which are together and separated by an empty line from other stanzas. | A gap between stanzas. | A single line in a poem. It gives a structure to poetry form. | <p>Here are the 3 most common types of poems according to form:</p> <ul style="list-style-type: none"><li>- <i>Lyrics poetry</i>: It expresses personal emotions or feelings.</li><li>- <i>Narrative poetry</i>: It's a form of poetry that tells a story,</li><li>- <i>Descriptive poetry</i>: It describes the world that surrounds the speaker.</li></ul> |

## Unit 4

### Lesson 3: Elements of a Poem

## English 4th grade

### Explanation

The main elements of a poem are:

| Rhyme   | Rhyme Scheme  | Mood                         | Theme                               | Centered                                      | Capital Letters                                      |
|---|---|------------------------------|-------------------------------------|---|--|
| Words that end with similar sounds; usually at the end of a line.<br><br>Examples: <i>right</i> , <i>kite</i> , and <i>height</i> . | The pattern of rhymes at the end of each verse or line in poetry. | Emotions involved in a poem. | This is what the poem is all about. | This is the way a poem is arranged on a page. | Each line of a poem must begin with capital letters. |

## Unit 4

### Lesson 3: Elements of a Poem

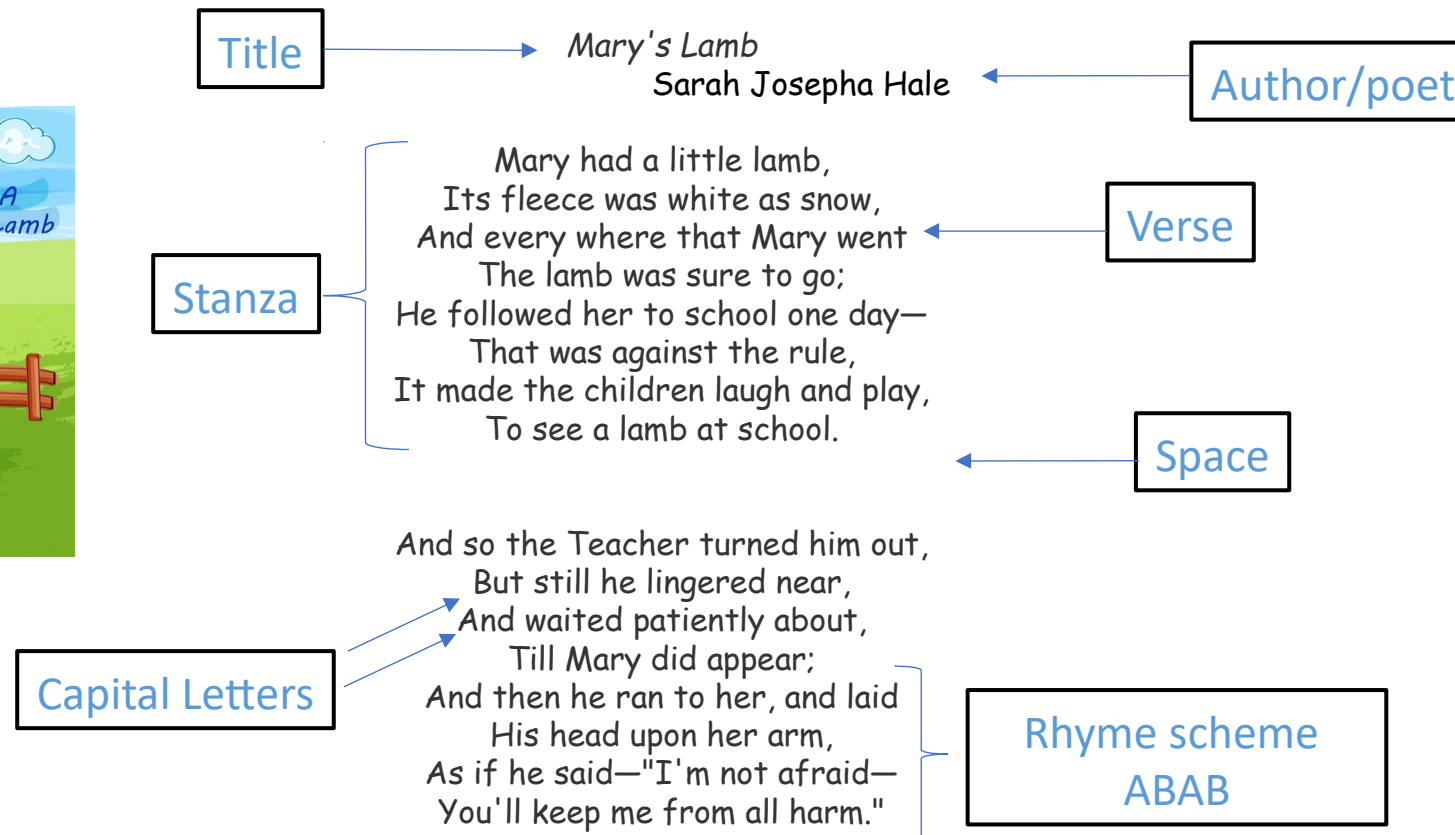
## English 4th grade

### Examples

Read the poem and observe its elements.



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## Unit 4

### Lesson 3: Elements of a Poem

## English 4th grade

### Examples

Observe the parts of this poem.



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"What makes the lamb love Mary so?"  
The eager children cry—  
"O, Mary loves the lamb, you know,"  
The Teacher did reply;—  
"And you each gentle animal  
In confidence may bind,  
And make them follow at your call,  
If you are always kind."

Theme: Love of an animal

Mood: love and kindness

## Unit 4

### Lesson 3: Elements of a Poem

## English 4th grade

### Assessment

Instructions: Read the question. Then, choose the correct answer.

1. What is the name of a poem called?
  - a. theme
  - b. stanza
  - c. rhyme
  - d. title
  
2. What is a group of lines which are together and separated by an empty line from other stanzas called?
  - a. stanza
  - b. verse
  - c. space
  - d. rhyme scheme

## Unit 4

### Lesson 3: Elements of a Poem

## English 4th grade

### Assessment

Instructions: Read the question. Then, choose the correct answer.

3. What is a single line in a poem called?

- a. stanza
- b. verse
- c. mood
- d. theme

4. What is a gap between stanzas called?

- a. space
- b. rhyme scheme
- c. centered
- d. mood

## Unit 4

### Lesson 3: Elements of a Poem

## English 4th grade

### Assessment

Instructions: Read the question. Then, choose the correct answer.

5. What is the person who writes the poem called?
  - a. title
  - b. topic
  - c. author
  - d. space
  
6. What are the words that end with similar sounds; usually at the end of a line called?
  - a. space
  - b. stanza
  - c. rhyme
  - d. mood

Unit 4  
Lesson 3: Elements of a Poem

Instructions: Read the question. Then, choose the correct answer.

7. What is an example of a *mood* in a poem?
- a. Sarah Josepha Hale
  - b. Mary's Lamb
  - c. ABAB
  - d. love for animals
8. What is an example of a *rhyme scheme*?
- a. ABAB
  - b. Sarah Josepha Hale
  - c. love for animals
  - d. love and kindness

## Unit 4

### Lesson 3: Elements of a poem

English 4th grade

What did we learn in this lesson?



**We learned**

the elements in a poem.

**We practiced**

to define and identify the elements in a poem.

**New Words**

title, author, stanza, space, verse, rhyme, rhyme scheme, mood, theme

**What should I do now?**

To find out how much you have learned do the Post Test. Then, continue to the next Unit.

Module: English 4<sup>th</sup> grade

Unit 4 Figurative Language and Writing Process

**POST TEST**

# Module: English 4<sup>th</sup> grade

## Unit 4 Figurative Language and Writing Process

# POST TEST

Instructions: Read the questions and choose the correct answer.

1. Which sentence is a *simile*?

- a Mary's eyes were fireflies.
- b Christine is as sweet as sugar.
- c The wind was a howling wolf.
- d The thunder was a mighty lion.

2. Which sentence is a metaphor?

- a My father is as big as an elephant.
- b Lucía is as cold as ice.
- c Marilyn sings like an angel.
- d My teacher is a dragon.



# Module: English 4<sup>th</sup> grade

## Unit 4 Figurative Language and Writing Process

# POST TEST

Instructions: Read the questions and choose the correct answer.

3. Which of the following is a simple sentence?

- a. He took the test several times, but he couldn't pass.
- b. I kicked the ball, and it hit Tom.
- c. He is famous, yet he is very humble.
- d. The little girl was carrying a basket on her head.

4. Which of the following is a compound sentence?

- a. The little boy was singing in the concert.
- b. Robert turn on the TV, please.
- c. You may watch TV, **or** you can go out to play.
- d. My neighbor's dog barks a lot every night.

# Module: English 4<sup>th</sup> grade

## Unit 4 Figurative Language and Writing Process

Instructions: Read the questions and choose the correct answer.

5. What is a single line in a poem called?

- a. stanza
- b. verse
- c. mood
- d. theme

6. What is a gap between stanzas called?

- a. space
- b. rhyme scheme
- c. centered
- d. mood

# POST TEST

