

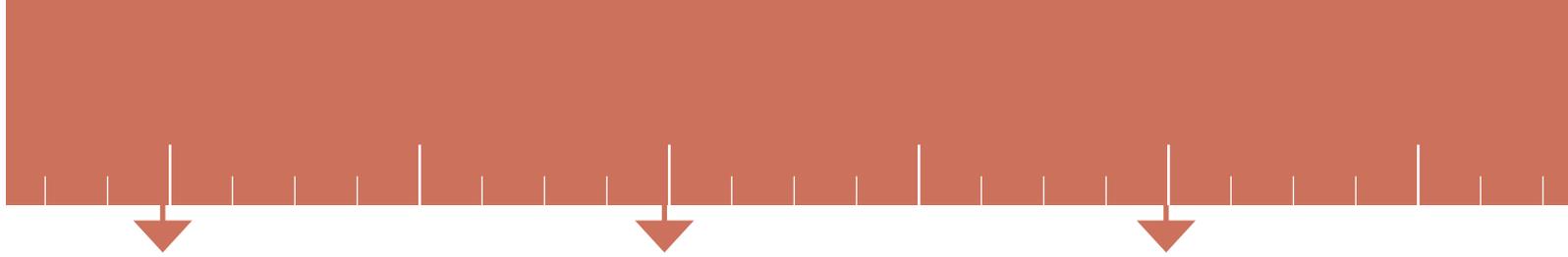
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# Lesson 4 Figurative Language

## Introduction

### What Will I Learn?

- What is figurative language, and how do I interpret it?
- What is an allusion?
- How can I explain the author's message?

Words do not always mean what they say. For example, if someone says he is so hungry he could eat a horse, he does not really mean he would eat a horse. He is exaggerating about how hungry he is.



### Break Down the Skills

Words and phrases that mean something other than what they say are called **figurative language**. Sometimes a sentence or a phrase is literal, meaning exactly what it says. Other times it is figurative, or exaggerated. Here are some examples of literal and figurative language.

- |            |   |
|------------|---|
| Figurative | These shoes are killing my feet.            |
| Literal    | These shoes are so tight they hurt my feet. |
| Figurative | His stomach is a bottomless pit.            |
| Literal    | He can eat so much.                         |

When do words not really mean what they say?



A **simile** compares two items, using the words **like** or **as**.

He is as sly as a fox.

She is as busy as a bee.

Like a simile, a **metaphor** also compares two things, but it does **not** use the words **like** or **as**. Look at these metaphors.

Her tears are a river.

The clouds are puffs of cotton.

**Personification** is giving human characteristics to things that are not human. You can find good examples of personification in cartoons, such as talking animals or dancing teacups and broomsticks.

Lightning danced across the sky and crackled.

The wind howled all night and swept through the dancing trees.

**Onomatopoeia** (pronounced on-uh-mot-uh-pee-uh) is a sound device. It is when you give something a name it sounds like, such as **oink** for what a pig says or **boom** for something crashing to the floor.

An **allusion** is a reference to a person, place, thing, or idea of historical, mythological, or literary significance. Allusions often refer to Greek mythology, famous literature, the Bible, or events in history.

Here are some examples of allusions often mentioned.

- That is his Achilles' heel. – It refers to a person's weakness, based on the mythological character Achilles.
- His nose is growing. – It refers to Pinocchio, whose nose grows every time he tells a lie.

How would a simile compare a person to an angel? How about a metaphor?



Splat!  
Wham!  
Pow!  
Of what are these examples?



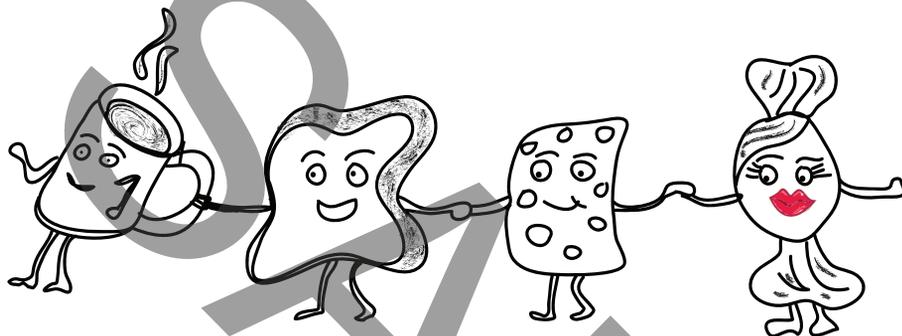
Context clues can sometimes help you figure out figurative language.



## Guided Instruction

Read the passage below and answer the questions.

### The Day My Breakfast Danced Away



- 1 I was so hungry when I awoke that I sprinted downstairs like a cheetah. I sat in the kitchen, waiting for Mom to put breakfast on the table—but something was different. Where was she? Where was my sister? My baby brother was not sitting in his high chair either. They were too young for school, but they were always down before I was. I liked to stay in bed for as long as I could!
- 2 Mom finally came down. I was hungry as a bear this morning. I was a famished lion. My stomach growled and said, “Feed me; feed me.” Suddenly the doorbell sang, “Ding-a-ling, ding-a-ling, ding-a-ling.” I’ll get it, I told Mom.
- 3 I opened the door and saw Officer Jim standing there. He was dressed like a clown with hair red as a flame.
- 4 “I have the tickets for your parents for the policemen’s circus,” he said. “Give these to your mom and dad. Tell them they’re from Uncle Sam.” Suddenly, the tickets jumped out of his hand and flew into mine.
- 5 What on Earth? I thought, as I closed the door and said good-bye, watching him hop away like a kangaroo.
- 6 As mom put my breakfast on the table, I went to grab my hot chocolate to take a sip. It danced away! I went to take a piece of toast. The toast danced away right behind the cup! As I tried and tried to grab my breakfast, it danced away, around and around the table.

#### Guided Questions

Underline the simile in paragraph 1.

Underline the simile in paragraph 2. Circle the metaphor.

Underline the allusion in paragraph 4. What does it mean?

Underline all of the examples of personification in paragraph 6.

7 Mom had her back to me, making more toast for my sister and baby brother who would be down soon. Soon there was a singing and dancing parade of toast on the table.

8 Frustrated at not being able to have breakfast, I went to get dressed for school. The bus would be coming soon. I couldn't wait to get to school to see my friend Alicia. I was head over heels for her, but she didn't know it. Maybe today I'd tell her.

9 The clothes in the closet cried out, "Pick me, pick me."

10 Chloe, our cat, came up into my bedroom and started meowing and doing somersaults across my floor.

11 "What on Earth is going on today?" I thought.

12 Just then, my alarm clock screeched. Mom called up from downstairs, "Tommy, time to get up. Breakfast!"

### Guided Questions

What does the personification in paragraph 6 do?

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1 The narrator uses figurative language to describe the doorbell. What kind of figurative language is it, and what does it mean?

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2 Explain the figurative language the narrator uses in paragraph 9.

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## Independent Practice

Read the selection. Then, answer the questions that follow.

### Rat-a-Tat!

by Kathy Zahler

- 1 Our summer cabin is miles from anywhere, so my parents didn't feel anxious when I told them I'd rather stay home than go with them on a canoe ride around the glossy, still lake. The day was hot and muggy, and I hoped for a little time to myself to lie in the hammock and read.
- 2 There I swung, back and forth, back and forth. The only sounds were the lapping of the lake on the shore and the call of a distant loon. The scent of the pine trees overhead and the loamy earth beneath them was sharp but pleasant. I was halfway through my book, but my eyes felt heavy. I'm sure I dozed for a while, because the first Rat-a-Tat! caused me to flip right out of the hammock onto the hard pine floor.
- 3 Rat-a-Tat! Rat-a-Tat! It sounded like a distant machine gun! I picked myself up and looked all around. As suddenly as it had started, the noise stopped. Grabbing my book, I went inside. Perhaps a door was slamming, or a shutter was loose upstairs.
- 4 I climbed up into the sleeping loft to check the windows and doors. In the dim half light, I didn't see that anything was loose or flapping. The fan upstairs kept up its steady swishing, but there was no other sound at all, and there was barely enough breeze to flutter the curtains, much less to slam an open door.
- 5 I was backing down the ladder when I heard it again. Rat-a-Tat! Rat-a-Tat! RAT-A-TAT! It sounded like an electric drill! Suddenly I wished I had gone with my parents. Burglars must be trying to break into the back of the cabin. They weren't afraid to make a lot of noise. They probably didn't realize anyone was home.
- 6 I crouched down and crawled like a bug to the closet. Without looking, I reached in and closed my fingers around the cool, familiar handle of my baseball bat.

What figurative language is **lapping of the lake**?

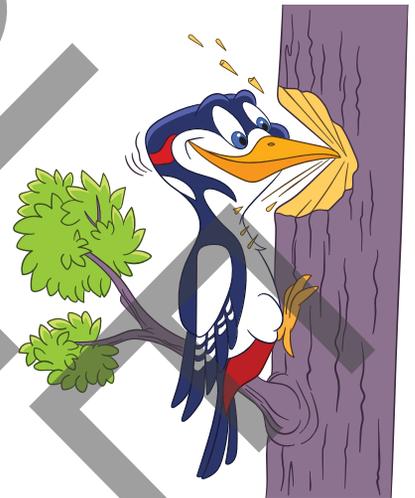


What figurative language do you find in paragraphs 5–6?



- 7 RAT-A-TAT! RAT-A-TAT! The burglars must be drilling through the back door lock. If they had only known, they could have walked around the house and right in the front door!
- 8 I crawled along the bumpy kitchen tiles, bat in hand. I really do not know what I thought I was doing. I just needed to make sure before I made a run for it. With my ear pressed to the rough wall, I listened. Nothing. I stuck my head up and peeked out the window. Nothing.
- 9 I stood up. No burglars? RAT-A-TAT! RAT-A-TAT! RAT-A-TAT! I hit the deck again, knocking myself on the head with my bat.
- 10 The sound was definitely louder out back. Maybe someone was working on something in the shed. I unlocked the door and stepped onto the back steps. RAT-A-TAT! RAT-A-TAT! RAT-A-TAT! It sounded like a jackhammer breaking up concrete!
- 11 Yes, it was coming from the shed, all right. The rickety little building usually held some life jackets and our bicycles, along with assorted cobwebs and dust. Now someone had decided to take it over and use it as his own personal workshop. Well, with Dad out on the water somewhere, I was the man of the house now. I would have to tell the intruder to leave.
- 12 Bat in hand, I walked hesitantly to the shed. As I reached the door and grasped the knob, a final, impossibly loud RAT-A-TAT erupted. I jumped back and looked up. There, in the splintered gray eaves under the raggedy roof, was a tiny, angry, black and white bird. It looked at me. I looked at it.
- 13 "ChChChCHCH!" the woodpecker scolded me, rocketing past my ear with a flash of black and white. I stared at the perfectly round holes it had pecked under the eaves. Then, shaking my head, I went to put my baseball bat away.

There are two different kinds of figurative language in paragraph 10. Can you find them and explain what they are?



## Practice 1

1 The title is an example of what kind of figurative language?

- A simile
- B onomatopoeia
- C metaphor
- D allusion

2 Which is the simile in paragraph 3?

- A "Rat-a-Tat! Rat-a-Tat!"
- B "I picked myself up"
- C "Perhaps a door was slamming"
- D "like a distant machine gun"

What does it need to be a simile?



3 In paragraph 6, what type of figurative language is "crawled like a bug"?

- A allusion
- B simile
- C metaphor
- D onomatopoeia

Which word gives you a clue?



4 Match the column on the left with the phrases on the right.

**figurative**

"steady swishing"

**literal**

"as his own personal workshop"

**onomatopoeia**

"angry, black and white bird"

**personification**

"Grabbing my book, I went inside."

**simile**

"lapping of the lake"

- 5 Which is a simile in paragraphs 9–11?
- A "I hit the deck again, knocking myself on the head with my bat."
  - B "The sound was definitely louder out back."
  - C "I was the man of the house now."
  - D "It sounded like a jackhammer breaking up concrete!"

Look for a word that a simile must have.



## Practice 2

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- 1 Which is a figure of speech?
- A "walked hesitantly to the shed"
  - B "assorted cobwebs and dust"
  - C "man of the house"
  - D "jumped back and looked up"
- 
- 2 What kind of figurative language is "ChChChCHCH!" in the last paragraph?
- A simile
  - B metaphor
  - C onomatopoeia
  - D allusion

3 In paragraph 13, the narrator uses figurative language by exaggerating the action of the woodpecker and saying it was “rocketing” past his ear. What does the narrator mean by **rocketing**?

- A The woodpecker looked like a rocket.
  - B The woodpecker was speeding past him.
  - C He thought the woodpecker was a rocket.
  - D The woodpecker tried to attack him.
- 

4 Why does the narrator start out using lowercase letters for “Rat-a-Tat” and then change to all capital?

- A The narrator is exaggerating.
  - B The narrator is getting angry.
  - C The woodpecker is getting louder and louder.
  - D Sound devices should always be capitalized.
- 

What do capital letters emphasize?



5 In paragraph 1, the term “The day was hot and muggy” is literal. Change it to be a simile or a metaphor.

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## Exit Ticket

Now that you know what figurative language is, fill in the blanks by identifying the kind it is.

Figurative Language	Device
Hop like a kangaroo.	
The toast danced away.	
Boom! Boom! Boom! My heart pounded.	
Her smile is the sunshine of my life.	

# TEACHER GUIDE

## Lesson 4 Figurative Language

### At-a-Glance

Learning Objectives	Why Students May Struggle
<ul style="list-style-type: none"><li>• Understand and interpret figurative language.</li><li>• Understand allusions.</li><li>• Explain an author's message.</li></ul>	Students may struggle understanding the difference between literal and figurative language and in interpreting their meanings.
Academic Vocabulary	Passage Information
figurative language      simile metaphor                      personification onomatopoeia                allusion	<b>The Day My Breakfast Danced Away</b> Reading Level: 410–600L      Word Count: 386 <b>Rat-a-Tat!</b> Reading Level: 610–800L      Word Count: 635

## WHAT WILL I LEARN?

### ACTIVATING PRIOR KNOWLEDGE

- To activate students' prior knowledge, open with some questions about literal and figurative language. Put this simile and metaphor on the board: "She is as wise as an owl" and "She is a wise owl." See if they know the difference and can name the simile and the metaphor. Show some video clips from well-known children's cartoons or movies such as "Batman," "Shrek," and others to demonstrate sound devices. Ask students if they know what words such as "sock," "pow," and "oof" mean.

### EXPLICIT INSTRUCTION

- Read a mentor text and let students locate the figurative language in it as you are reading. Three good mentor texts are *Owl Moon*, *My Best Friend Is as Sharp as a Pencil*, and *Skin Like Milk, Hair of Silk*.
- Ask students to also decipher the literal and figurative meanings of the messages the author is trying to convey in a text. Allow students to use their background knowledge about the figurative words or phrases and to decide what are the author's intended meanings.

## BREAK DOWN THE SKILLS

### TEACH ACADEMIC VOCABULARY

- Explain to students that an author's words and phrases sometimes mean something other than what they say. This is called **figurative language**. A text can either be literal, meaning exactly what it says, or it could be figurative and exaggerated. Tell students that when language

Lesson 4 Figurative Language

**Introduction**

What Will I Learn?

- What is figurative language, and how do I interpret it?
- What is an allusion?
- How can I explain the author's message?

Words do not always mean what they say. For example, if someone says he is so hungry he could eat a horse, he does not really mean he would eat a horse. He is exaggerating about how hungry he is.

**Break Down the Skills**

Words and phrases that mean something other than what they say are called **figurative language**. Sometimes a sentence or a phrase is **literal**, meaning exactly what it says. Other times it is **figurative**, or exaggerated. Here are some examples of literal and figurative language.

Figurative	These shoes are killing my feet.
Literal	These shoes are so tight they hurt my feet.
Figurative	His stomach is a bottomless pit.
Literal	He can eat so much.

When do words not really mean what they say?

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is figurative, they need to “figure out” what is the author’s intended meaning.

- Introduce **similes** to students, explaining that a simile is a comparison between two things with the use of the words *like* or *as*. Give them the examples and ask them if they can think of any.
- Explain that a **metaphor** is like a simile in that it compares two things, but it does not use the words *like* or *as*.
- Explain that **personification** is giving human qualities to non-human things. Give students examples.
- Explain that **onomatopoeia** is a sound device. Tell them cartoons and movies often contain onomatopoeia to show sound effects.
- Students may not be familiar with **allusions**. Explain that they are references to persons, places, things, or ideas in classic literature and historical accounts. Allusions often refer to mythology, the Bible, works of Shakespeare, and so on. Discuss the examples in Break Down the Skills.
- If time allows, have students complete the On Your Own chart at the end of these notes. Here are the answers.

Lesson 4 • Figurative Language

A **simile** compares two items, using the words *like* or *as*.

He is as sly as a fox.  
She is as busy as a bee.

Like a simile, a **metaphor** also compares two things, but it does not use the words *like* or *as*. Look at these metaphors.

Her tears are a river.  
The clouds are puffs of cotton.

**Personification** is giving human characteristics to things that are not human. You can find good examples of personification in cartoons, such as talking animals or dancing teacups and broomsticks.

Lightning danced across the sky and crackled.  
The wind howled all night and swept through the dancing trees.

**Onomatopoeia** (pronounced on-uh-mot-uh-pee-uh) is a sound device. It is when you give something a name it sounds like, such as *click* for what a pig says or *boom* for something crashing to the floor.

An **allusion** is a reference to a person, place, thing, or idea of historical, mythological, or literary significance. Allusions often refer to Greek mythology, famous literature, the Bible, or events in history.

Here are some examples of allusions often mentioned.

- That is his Achilles' heel. — It refers to a person's weakness, based on the mythological character Achilles.
- His nose is growing. — It refers to Pinocchio, whose nose grows every time he tells a lie.

How would a simile compare a person to an animal? How about a metaphor?

Splat!  
Wham!  
Pow!  
Of what are these examples?

Context clues can sometimes help you figure out figurative language.

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Figurative Language	Device	What It Means
I feel like Rip Van Winkle.	Allusion	The speaker slept for a very long time.
I feel like a fish out of water.	Simile	The speaker feels out of place.
The test was a piece of cake.	Metaphor	The test was very easy.
Your nose is growing.	Allusion	You are telling a lie.

### Differentiate for Struggling Readers

Struggling students may be able to identify figurative language better in poetry. Give them a poem and have them identify the technique the poet uses most frequently.

### Differentiate for English Learners

Ask English learners for examples of onomatopoeia in their own languages. Ask them if they have any popular figures of speech in their own languages that compare to the English ones or have them introduce new ones.

Provide English learners with anchor charts with definitions and examples of each type of figurative language so that they can refer back to it when they are working during class.

## GUIDED INSTRUCTION

### First Read

- Direct students to follow along as you read the passage “The Day My Breakfast Danced Away” aloud.

## Second Read

- Using the choral reading approach, reread the passage “The Day My Breakfast Danced Away” aloud. Have students follow along reading in unison as they are able. Allow students to use a marker or card to track the text if needed.

## Guided Reading Questions

- Read the Guided Reading Questions aloud and have students answer them. Discuss the answers orally.

Chapter 1 • Literature

### Guided Instruction

Read the passage below and answer the questions.

#### The Day My Breakfast Danced Away



- I was so hungry when I woke that I sprang downstairs like a cheetah. I sat in the kitchen, waiting for Mom to put breakfast on the table—and something was different. Where was she? Why was it silent? My baby brother was not sitting in his high chair either. They were too young for school, but they were always down before I left. I liked to stay in bed for as long as I could.
- I finally came down. I was hungry and I lost the morning. I was a tangled knot. My stomach growled and said, “Feed me, feed me.” Suddenly the doorbell rang. “Ding-a-ling-a-ling-a-ling-a-ling!” It rang it toll! Tom.
- I opened the door and saw Dad on the standing there. He was dressed like a clown with hair red as a flame.
- “I have the tickets for your parents for the policeman’s circus,” he said. “Give these to your mom and dad. Tell them they’re from Uncle Sam!” Suddenly, the kids jumped out of his hand and flew into mine.
- What on Earth? I thought, as I closed the door and said good-bye, watching him hop away like a kangaroo.
- As mom put my breakfast on the table, I went to grab my hot chocolate to take a sip. It danced away! I went to take a slice of toast. The toast danced away right behind the cup! As I tried and tried to grab my breakfast, it danced away, swirled and, around the table.

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Lesson 4 • Figurative Language

- Mom had her back to me, making more toast for my sister and baby brother who would be down soon. Soon there was a singing and dancing parade of toast on the table.
- Frustrated at not being able to have breakfast, I went to get dressed for school. The bus would be coming soon. I couldn’t wait to get to school to see my friend Alicia. I was head over heels for her, but she didn’t know it. Maybe today I’d tell her.
- The clothes in the closet cried out, “Pick me, pick me!”
- Chloe, our cat, came up into my bedroom and started meowing and doing somersaults across my floor.
- “What on Earth is going on today?” I thought.
- Just then, my alarm clock screamed. Mom called up from downstairs, “Tommy, time to get up. Breakfast!”

[Reading Level: 410–600; Word Count: 386]

### Guided Questions

What does the personification in paragraph 6 do?

gives human qualities to the hot chocolate and breakfast

1 The narrator uses figurative language to describe the doorbell. What kind of figurative language is it, and what does it mean?

He uses onomatopoeia, sound devices intended to imitate the sound of the doorbell. The doorbell sounds like “ding-a-ling, ding-a-ling, ding-a-ling.”

2 Explain the figurative language the narrator uses in paragraph 9.

He uses personification to give the clothes human qualities. Clothes cannot cry.

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## INDEPENDENT PRACTICE

### First Read

- Read aloud to students the passage “Rat-a-Tat!”

### Second Read

- Have students reread the passage “Rat-a-Tat!” independently.

Chapter 1 • Literature

### Independent Practice

Read the selection. Then, answer the questions that follow.

#### Rat-a-Tat!

by Kathy Zahler

- Our summer cabin is miles from anywhere, so my parents didn’t feel anxious when I told them I’d rather stay home than go with them on a canoe ride around the glossy, still lake. The day was hot and muggy, and I hoped for a little time to myself to lie in the hammock and read.
- There I swung back and forth, back and forth. The only sounds were the lapping of the lake on the shore and the call of a distant loon. The scent of the pine trees overhead and the loamy earth beneath them was sharp but pleasant. I was halfway through my book, but my eyes felt heavy. I’m sure I dozed for a while, because the first Rat-a-Tat! caused me to flip right out of the hammock onto the hard pine floor.
- Rat-a-Tat! Rat-a-Tat! It sounded like a distant machine gun! I picked myself up and looked all around. As suddenly as it had started, the noise stopped. Grabbing my book, I went inside. Perhaps a door was slamming, or a shutter was loose upstairs.
- I climbed up into the sleeping loft to check the windows and doors. In the dim half light, I didn’t see that anything was loose or flapping. The fan upstairs kept up its steady switching, but there was no other sound at all, and there was barely enough breeze to flutter the curtains, much less to slam an open door.
- I was backing down the ladder when I heard it again. Rat-a-Tat! Rat-a-Tat! Rat-a-Tat! It sounded like an electric drill! Suddenly I wished I had gone with my parents. Burglars must be trying to break into the back of the cabin. They weren’t afraid to make a lot of noise. They probably didn’t realize anyone was home.
- I crouched down and crawled like a bug to the closet. Without looking, I reached in and closed my fingers around the cool, familiar handle of my baseball bat.

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Lesson 4 • Figurative Language

- RAT-A-TAT! RAT-A-TAT! The burglars must be drilling through the back door lock. If they had only known, they could have walked around the house and right in the front door!
- I crawled along the bumpy kitchen tiles, bat in hand. I really do not know what I thought I was doing, just needing to make sure before I made a run for it. With my eye pressed to the rough wall, I listened. Nothing. I stuck my head up and peered out the window. Nothing.
- I stood up. No burglars? RAT-A-TAT! RAT-A-TAT! RAT-A-TAT! I hit the deck again, knocking myself on the head with my bat.
- The sound was definitely louder out back. Maybe someone was working on something in the shed. I unlocked the door and stepped onto the back steps. RAT-A-TAT! RAT-A-TAT! RAT-A-TAT! It sounded like a jackhammer breaking up concrete!
- No, it was coming from the shed, all right. The rickety little building usually held some life jackets and our bicycles, along with assorted cobwebs and dust. Now someone had decided to take it over and use it as his own personal workshop. Well, with Dad out on the water somewhere, I was the man of the house now. I would have to tell the intruder to leave.
- Bat in hand, I walked hesitantly to the shed. As I reached the door and grasped the knob, a final, impossibly loud RAT-A-TAT erupted. I jumped back and looked up. There, in the splintered gray eaves under the raggedy roof was a tiny, angry, black and white bird. It looked at me. I looked at it.
- “CHCHCHCH!” the woodpecker scolded me, racketing past my ear with a flash of black and white. I stared at the perfectly round holes in the deck pecked under the eaves. Then, shaking my head, I went to put my baseball bat away.

[Reading Level: 610–800; Word Count: 635]

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## Practice 1 Questions

- Read the questions and answer choices aloud as students select the answers. Review the answers.

Chapter 1 • Literature

Practice 1

1. The title is an example of what kind of figurative language?

- simile
- onomatopoeia
- metaphor
- allusion

2. Which is the simile in paragraph 3?

- "Bat-a-Tat! Bat-a-Tat!"
- "I picked myself up."
- "Perhaps a door was slamming."
- "Ike a distant machine gun."

3. In paragraph 6, what type of figurative language is "trowled like a bug"?

- simile
- metaphor
- onomatopoeia
- allusion

4. Match the columns on the left with the phrases on the right.

figurative	"steadily swishing"
literal	"as his own personal workshop"
onomatopoeia	"angry, black and white bird"
personification	"Grabbing my back, I went inside."
simile	"tapping of the lake"

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Lesson 4 • Figurative Language

5. Which is a simile in paragraphs 9-11?

- "I hit the deck again, knocking myself on the head with my bat."
- "The sound was definitely louder out back."
- "I was the man of the house now."
- "It sounded like a jackhammer breaking up concrete!"

6. Which is a figure of speech?

- "walked hesitantly to the shed"
- "assorted cobwebs and dust"
- "man of the house"
- "jumped back and looked up"

7. What kind of figurative language is "CHCHCHCH" in the last paragraph?

- simile
- metaphor
- onomatopoeia
- allusion

Look for a word that a simile must have.

What does it need to be a simile?

Which word gives you a clue?

Level E

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## Practice 2 Questions

- Ask students to read the questions and select the answers independently. Review the answers.

Lesson 4 • Figurative Language

8. Which is a simile in paragraphs 9-11?

- "I hit the deck again, knocking myself on the head with my bat."
- "The sound was definitely louder out back."
- "I was the man of the house now."
- "It sounded like a jackhammer breaking up concrete!"

9. Which is a figure of speech?

- "walked hesitantly to the shed"
- "assorted cobwebs and dust"
- "man of the house"
- "jumped back and looked up"

10. What kind of figurative language is "CHCHCHCH" in the last paragraph?

- simile
- metaphor
- onomatopoeia
- allusion

Look for a word that a simile must have.

Level E

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Chapter 1 • Literature

11. In paragraph 13, the narrator uses figurative language by exaggerating the action of the woodpecker and saying it was "tick-tacking" over his ear. What does the narrator mean by tick-tacking?

- The woodpecker looked like a rocket.
- The woodpecker was speeding past him.
- He thought the woodpecker was a rocket.
- The woodpecker tried to attack him.

12. Why does the narrator start out using lowercase letters for "bat-a-tat" and then change to all capital?

- The narrator is exaggerating.
- The narrator is getting angry.
- The woodpecker is getting louder and louder.
- Sound devices should always be capitalized.

13. In paragraph 1, the term "The day was hot and muggy" is literal. Change it to be a simile or a metaphor.

The day was hot and muggy is a simile.

The day was a hot muggy furnace.

Copying is prohibited. Measuring Up Foundations • Reading Comprehension

## EXIT TICKET

- At the end of class, have students fill in the Exit Ticket and identify the types of figurative language.

Lesson 4 • Figurative Language

Exit Ticket

Now that you know what figurative language is, fill in the blanks by identifying the kind it is.

Figurative Language	Device
Hop like a kangaroo.	simile
The boat danced away.	personification
Boom! Boom! Boom! My heart pounded.	onomatopoeia
Her smile is the sunshine of my life.	metaphor

## ADDITIONAL SUPPORT

### SUPPORT FOR STRUGGLING LEARNERS

- Students can create figurative language posters that illustrate the literal and figurative meanings of the phrases.
- Have students make inferences, or educated guesses, about an author's intended meaning in a text that consists of a lot of figurative language. Making inferences about what an author means by examining the words an author chooses will facilitate discussion and lead students to the meanings of the figurative language.
- Give students sentence starters for similes and metaphors, and have them complete them with suitable comparisons.
- Give students sentence strips with various kinds of figurative language phrases, and have them sort the strips based on which type of figurative language they represent.

### SUPPORT FOR ENGLISH LANGUAGE LEARNERS

- Have students create anchor charts with similes, metaphors, personification, onomatopoeia, and allusions. Post their anchor charts in the classroom.
- To reinforce similes and metaphors, ask English learners to describe things by comparing them to other things. Have them make lists of these comparisons and then turn them into similes and metaphors.
- Ask students to work with partners and describe an incident that happened at school, using figurative language to describe it.
- Picture books are a good way to teach English learners figurative language.
- Have students make inferences, or educated guesses, about an author's intended meaning in a text that consists of a lot of figurative language. Making inferences about what an author means by examining the words an author chooses will facilitate discussion and lead students to the meanings of the figurative language.

### EXTENSION ACTIVITIES

- In groups, have students create T-charts with these headings: *What the Words Say* and *What the Words Mean*. They can begin working on the T-charts with a given text and then build on the charts throughout the year as they read other texts.
- Give students sentences or a passage where they are exclusively looking for metaphors, similes, onomatopoeia, allusions, personification, and so on.
- Find figurative language in mentor texts and offer opportunities for students to examine the shades of meaning behind each example.
- Have students research allusions and make a list of them. Then have them share the lists with the rest of the class to see if the students can guess the sources of the allusions.

- On poster board, have students create three columns. In one column they should draw images that represent figurative language. In the second column they can write the figurative language. In the third column they can write the meanings of the figurative language in mixed order—and share them with the class to put the meanings with the correct figurative language. Have them illustrate and do at least 5–6 examples of figurative language. The columns should look like this.

Image	Figurative Language	Meaning
	Be cool as a cucumber.	It is raining very hard.
	It's raining cats and dogs.	Remain calm.

Name \_\_\_\_\_

Date \_\_\_\_\_

**On Your Own**

Look at the figurative language below. See if you can interpret the real meaning of these sentences.

<b>Figurative Language</b>	<b>Device</b>	<b>What It Means</b>
I feel like Rip Van Winkle.	Allusion	
I feel like a fish out of water.	Simile	
The test was a piece of cake.	Metaphor	
Your nose is growing.	Allusion	