

Lexia® Core5® Reading

Figurative Language Practice Pack

This practice pack supports instruction, practice, and application of important figurative language elements for grades K-5. Figurative language elements included in this resource are: descriptive words, alliteration, hyperbole, idiom, imagery, metaphor, onomatopoeia, personification, and simile.

Figurative language includes descriptive words or phrases that go beyond their literal meaning. Authors use figurative language to clarify ideas, express tone, and add meaning to the text. Analyzing figurative language elements supports a deeper understanding of texts and helps further strengthen students' literacy skills.

This resource was designed for small groups but can be adapted for whole class and individual instruction. It is organized into two sections. The first section includes direct instruction and guided practice organized by grade level sections. These can be revisited as often as needed and are paired with Anchor Charts to support learning. The second section includes independent practice, where students apply their learning in text.

Teacher Tips:

- Preview texts to familiarize yourself with the examples of descriptive words and figurative language. You may also want to pre-introduce necessary vocabulary. When previewing vocabulary, engage in think-alouds focused on asking and answering questions about unfamiliar words in text. Invite students to describe the words and act them out. Example script for **pup**: *This word is new to me. I wonder what a pup is? Do you see any clues in the words that tell us what a pup is? (pat, soft) Can you act out the word **pup**? Great! Now, turn to a friend and tell them another word for **pup**. (puppy, dog)*
- Support for Multilingual Learners is included with each direct instruction section.
- Adapt these lessons to use different selections of texts featuring descriptive words and figurative language.

Direct Instruction and Independent Application activities include Anchor Charts and texts. Preview the lesson to decide how you want to display and distribute these materials to students.

Direct Instruction and Guided Practice	Page
Grades K-1 Descriptive Words: Adjectives	1
Grades 2-3 Similes, Idioms, and Alliteration	4
Grades 2-3 Metaphor, Personification, and Hyperbole	7
Grades 4-5 Explain and Analyze Figurative Language	11
Independent Application	
Grades K-1 Descriptive Words: Adjectives; On the Bus	15
Grades 2-3 Similes, Idioms, and Alliteration; Sea Turtle Birthday	16
Grades 2-3 Metaphor, Personification, and Hyperbole; Nikki's New Shoes	18
Grades 4-5 Explain and Analyze Figurative Language; The Crowded House: A Folktale	21

Descriptive Words: Adjectives (Grades K–1)

Direct Instruction and Guided Practice

 Today, we are going to learn about words that describe things. Describing means to tell what something looks like, feels like, sounds like, and even what it tastes and smells like. Descriptive words are called adjectives. Let's think about some adjectives we know. **Yellow** is an adjective that describes color.

Encourage continued sharing of adjectives to describe objects students are familiar with or are in their environment.

Display the *Adjectives Anchor Chart*. Use this to guide students through the examples of adjectives, discussing how each descriptive word helps them imagine the object and how other descriptive words could create another meaning.

Engage in a teacher-guided read of the story **On the Bus**. Set a purpose for reading by telling students to look and listen for adjectives. Model locating one or two adjectives in the story.

 I see the words **big** and **brown**. These words are adjectives that describe the pup. Without these words, I could have pictured the pup in many different ways. The author includes these words to help me make a clear picture in my mind.

Multilingual Learner Support Tip: Display and review sentence frames to support student contributions during discussions. For example: **The word ____ helps me imagine ____.**

Reinforce

- Identify or present a noun. Ask students to identify words that can describe that noun.

Extend

- See the Independent Application activity in Section 2 titled *Independent Application: Descriptive Words—Adjectives*. Read the directions with students.

Adjectives Anchor Chart

Authors use descriptive words and phrases to add meaning.

Looks Like		
<u>red</u> box	<u>big</u> bug	<u>round</u> clock
Sounds Like		
<u>loud</u> bus	<u>booming</u> drum	<u>quiet</u> whisper
Feels Like		
<u>soft</u> rug	<u>sharp</u> pin	<u>hard</u> rock
Smells Like		
<u>stinky</u> socks	<u>spicy</u> food	<u>fresh</u> air
Tastes Like		
<u>sour</u> candy	<u>sweet</u> grape	<u>salty</u> chip

On the Bus

Where is the bus? Here it is!

Hop up on the bus with us. It will be fun!

A big brown pup got on the bus. We can pat the soft pup.

A man and a tot got on the bus. They hum and tap.

A green bug got on the bus. The bug hops onto the bus.

There is a lot we can do on the bus that is fun.

Similes, Idioms, and Alliteration (Grades 2–3)

Direct Instruction and Guided Practice

 Today, we are going to learn about groups of words that can make stories and other text more interesting.

Display the *Similes, Idioms, and Alliteration Anchor Chart*. Use the chart to guide students through each type of figurative language, defining it and explaining the examples as needed. Discuss what students picture in their minds with each example. Ask questions to support discussion.

 What do you picture in your mind?

How does figurative language make the statement more interesting?

What clues help you understand the meaning of the figurative language?

Engage in a teacher-guided read of the story **Sea Turtle Birthday**. Set a purpose for reading by telling students to look and listen for similes, idioms, and alliteration. Model locating one or two examples of these in the story.

 Arlo tells Clover, “Hold your horses.” Clover does not have real horses. These words mean something different from what they say, so I think this is an idiom. When Arlo says, “Hold your horses,” he is telling Clover to stop trying to wake him up.

Multilingual Learner Support Tip: Students whose native language is not English may have little, if any, experience with idioms in the English language. Provide both literal and figurative meanings as well as additional examples of idioms’ use in context.

Reinforce

- Identify one example of figurative language at a time and guide students in using the *Anchor Chart* to classify it.

Extend

- See the Independent Application activity in Section 2 titled *Independent Application: Similes, Idioms, and Alliteration*. Read the directions with students.

Similes, Idioms, and Alliteration Anchor Chart

Authors use similes, idioms, and alliteration to make text interesting.

Simile
A group of words that compares two unlike things using the words <i>like</i> or <i>as</i>. Examples: <i>She stood <u>as</u> still <u>as</u> a statue.</i> <i>Max was so sleepy, his eyelids felt <u>like</u> heavy bricks.</i>
Idiom
A group of words that don't mean what they seem to say. Examples: <i>I have <u>butterflies in my stomach</u>.</i> <i>Last night it was <u>raining cats and dogs</u>.</i> <i>Tell me. I'm <u>all ears</u>.</i> <i>They were <u>on top of the world</u> after winning the game.</i>
Alliteration
The repetition of the same beginning consonant sounds in a group of words. Examples: <i><u>B</u>usy <u>b</u>ees <u>b</u>uzzed <u>b</u>y.</i> <i><u>T</u>ina the <u>t</u>iny <u>t</u>ortoise <u>t</u>wisted, <u>t</u>wirled, and <u>t</u>apped a <u>t</u>une.</i> <i><u>W</u>hiskers <u>w</u>as a <u>c</u>urious <u>c</u>at.</i>

Sea Turtle Birthday

“Wake up, Arlo!” shouted Clover. “It’s the best day of the year!”

“Hold your horses. I’m sleeping,” said Arlo with a yawn.

But Clover wouldn’t let Arlo stay in bed. They had the same birthday, and the sea turtles always told each other the same tremendous true tale every year.

Clover began speaking first. “On the beach where we were born, nests of sea turtle eggs were hidden under the sand like secret treasure.”

Arlo told the next part. “A mere minute after midnight, we broke open our eggs and dug out of the sand. Then, we made a dash into the sea with the other sea turtle hatchlings.”

“We swam for a long time in the warm water, and our flippers grew strong. We saw sharks, purple starfish, clownfish, and even a few people! We had a ball!”

“Once we tried to eat a plastic bag by mistake. It was floating on the water like a pretty bubble, but it made us ill. Plastic does not belong in the sea!”

“At last we found a safe home near a coral reef. Here we could ride the waves in the current during the day and find shelter under a rock at night.”

Just then, Arlo and Clover’s friends burst in with seaweed cupcakes and boxes and bags of birthday gifts. It was the best day of the year for the sea turtles.

Metaphor, Personification, and Hyperbole (Grades 2–3)

Direct Instruction and Guided Practice

 Today, we are going to learn about figurative language that can make stories and other text more interesting.

Display the *Metaphor, Personification, and Hyperbole Anchor Chart*. Use this to guide students through each type of figurative language, defining it and explaining the examples as needed. Discuss what students picture in their minds with each example. Ask questions to support discussion.

 What do you picture in your mind?

How does figurative language make the statement more interesting?

What clues help you understand the meaning of the figurative language?

Engage in a teacher-guided read of the story **Nikki's New Shoes**. Set a purpose for reading by telling students to look and listen for metaphor, personification, and hyperbole. Model locating one or two examples in the story.

 "Outside, Nikki was ready to dodge a thousand disasters." **A thousand disasters** sounds like an exaggeration. I don't think there are really that many possible disasters! These words are so exaggerated, they can't be true, so I think this is hyperbole. It helps me understand that Nikki was being very careful and was ready for anything.

Multilingual Learner Support Tip: Display and review sentence frames to support student contributions during discussions. For example: **The words ____ make me imagine ____.** **They help me understand that ____.**

Reinforce

- Identify one example of figurative language at a time and guide students in using the *Anchor Chart* to classify it.

Extend

- See the Independent Application activity in Section 2 titled *Independent Application: Metaphor, Personification, and Hyperbole*. Read the directions with students.

Metaphor, Personification, and Hyperbole

Anchor Chart

Authors use metaphor, personification, and hyperbole to make text interesting.

Metaphor
Compare two unlike things without using <i>like</i> or <i>as</i>. Examples: <u>She was a statue.</u> Max's <u>eyelids</u> were <u>heavy bricks</u>.
Personification
A group of words that don't mean what they seem to say. Examples: The <u>sun smiled</u> on the summer day. The <u>thunder boomed angrily</u>. <u>Leaves danced</u> in the wind.
Hyperbole
The repetition of the same beginning consonant sounds in a group of words. Examples: My backpack <u>weighs a ton!</u> This assignment is going to <u>take forever</u> to finish.

Nikki's New Shoes

Nikki had brand-new sneakers. They were bright white, and she loved looking at them. "I'm going to be so careful with these sneakers," Nikki announced to Momma. "I promise I won't get a speck of dirt on them."

"You can try," Momma replied. "But you'll have to be very careful."

Outside, Nikki was ready to dodge a thousand disasters. She watched where she stepped on the sidewalk. Her head was down, so she did not see the little boy with the ice cream cone. BUMP! Nikki danced back fast. A blob of strawberry ice cream leaped through the air and landed on her shirt. But nothing dripped on her sneakers.

Nikki walked on with care. When she came to a puddle, she stepped around it. At that moment, a girl on a bike going a million miles an hour sped through the puddle. SPLASH! Wet splotches of mud spread across Nikki's shorts. "I'm lucky that nothing splashed on my sneakers," Nikki said to herself.

Nikki reached her friend Kayla's house. They ate lunch together. Nikki sat with her feet tucked under her. She squirted mustard on her sleeve by mistake. Some grape juice spilled on her lap.

Text (continued)

The girls played outside. Kayla's backyard had a grassy hill that was perfect for tumbling. Nikki took off her sneakers. As she rolled down the hill, the grass painted her socks and clothes.

When Nikki came home, Momma looked at her in surprise. Nikki's clothes were a kaleidoscope. They had pink, brown, yellow, purple, and green stains on them. "I thought you were going to be careful," Momma said.

"I was careful," Nikki said proudly as she pointed to her feet. Her sneakers were a patch of freshly fallen snow.

Explain and Analyze Figurative Language (Grades 4–5)

Direct Instruction and Guided Practice

 Today, we are going to explain and analyze figurative language in text. Figurative language uses words and phrases that often go beyond the words' usual meanings. Authors use figurative language to create vivid images in their readers' minds and to express ideas in powerful ways.

Display the *Figurative Language Anchor Chart*. Use this to guide students through each type of figurative language, defining it and explaining the examples as needed. Discuss how authors use figurative language to create a particular meaning.

Engage in a teacher-guided read of the story **The Crowded House: A Folktale**. Set a purpose for reading by telling students to look and listen for figurative language. Model locating one or two examples of figurative language in the story. Engage in a think-aloud to analyze how each example contributes to the meaning, including how it helps the reader understand the text and how it impacts the tone, mood, or theme.

 The text says, “They knew that one day they would burst right through the walls.” I don’t think the Rubins really expected to burst through the walls of their house! That doesn’t happen in real life. This is an example of hyperbole. It’s an exaggeration that’s not meant to be taken literally, but it helps me understand how small and cramped the house felt to them. I think the author chose this language to emphasize just how small and cramped the house felt to the Rubin family.

Multilingual Learner Support Tip: Encourage use of images to support comprehension of key content. For example, ask students to draw a picture of what it would look like if the Rubins burst through the walls of their house. Students’ drawings will reinforce the non-literal nature of the phrase.

Reinforce

- Identify one example of figurative language at a time and have students use the *Anchor Chart* to classify it.
- Have students work with a partner to discuss how an example of figurative language contributes to the meaning, tone, mood, or theme of the text.

Extend

- See the Independent Application activity in Section 2 titled *Independent Application: Figurative Language*. Read the directions with students.

Figurative Language Anchor Chart

Authors use figurative language to add to the meaning of a text.

Metaphor	Simile
A comparison of two unlike things not using the words <i>like</i> or <i>as</i>. The metaphor suggests that the two things are similar. Example: <i>The test was a tall mountain to climb.</i>	A comparison of two unlike things often introduced with the words <i>like</i> or <i>as</i>. Example: <i>He ran like the wind.</i>
Alliteration	Personification
The repetition of the same beginning consonant sounds in a group of words. Example: <i>Busy bees buzzed by.</i>	The use of human qualities to describe nonhuman things. Example: <i>The alarm screamed at me to get up.</i>
Hyperbole	Idiom
An exaggerated statement or claim that is not meant to be literal. Example: <i>She had a million things in her purse.</i>	An expression that cannot be understood by analyzing the meanings of its separate words but must be learned as a whole. Example: <i>Last night it was raining cats and dogs.</i>
Onomatopoeia	Imagery
The use of a word that imitates the thing's natural sound. Example: <i>The steam hissed from the tea kettle.</i>	Language that appeals to any of the reader's five senses. Example: <i>The rich reds and violets of the sunset made the sky glow.</i>

The Crowded House: A Folktale

Long ago, the Rubin family lived in a little house that seemed much too small. Papa, Mama, their four children, Aunt Gert, and Grandmother Rubin were always getting in each other's way. They knew that one day they would burst right through the walls. So Papa and Mama went to the wisest man in the village, Reb Solman, to ask for advice.

Reb Solman stroked his beard thoughtfully as he listened. When he stopped stroking, his beard leaped away from his chin again, just as bristly as before. Then, he said, "This is a tricky situation. I can help you, but you must do exactly as I say." Papa and Mama were all ears. They eagerly agreed.

"The first thing you must do," Reb Solman told Mama, "is invite your sister and her family to visit."

"But, Reb Solman," said Mama worriedly, "my sister and brother-in-law have three big sons. How will five more people in our crowded house solve our problem?"

Reb Solman replied, "Remember, you promised to obey my instructions."

The five relatives arrived. Everyone was elbowing each other and tripping over each other's feet. Then, they grumbled and groaned about it. After several days, Papa went back to Reb Solman and pleaded, "The house is more crowded than ever. We're packed in like sardines! Please, what should we do?"

Text (continued)

Reb Solman said, “Bring your chickens, goat, and cow into the house.” Papa blinked hard when he heard that, but he had promised to toe the line, so he did as he was told.

A few days later, Papa returned to Reb Solman. In an exhausted voice, Papa said, “The house is a zoo! The noise, the smells, the crowding ... the situation is impossible. We’re going to tear our hair out by the roots!”

Reb Solman said, “Send your relatives home and put the animals outside.”

The visitors left, and the animals went outside where they belonged. The eight members of the Rubin family breathed a big sigh of relief. “I never knew our house could feel so big and spacious,” said Mama as she looked around. “It feels as big as a castle!”

“It certainly feels like our house has taken a deep breath and stretched itself out,” said Papa. “Reb Solman is a very wise man.” And everyone, smiling in agreement, relaxed in their remarkably roomy house.

Independent Application: Descriptive Words (Adjectives)

Directions: Underline adjectives in the story. Then, draw a picture illustrating what the adjectives are describing.

On the Bus

Where is the bus? Here it is!

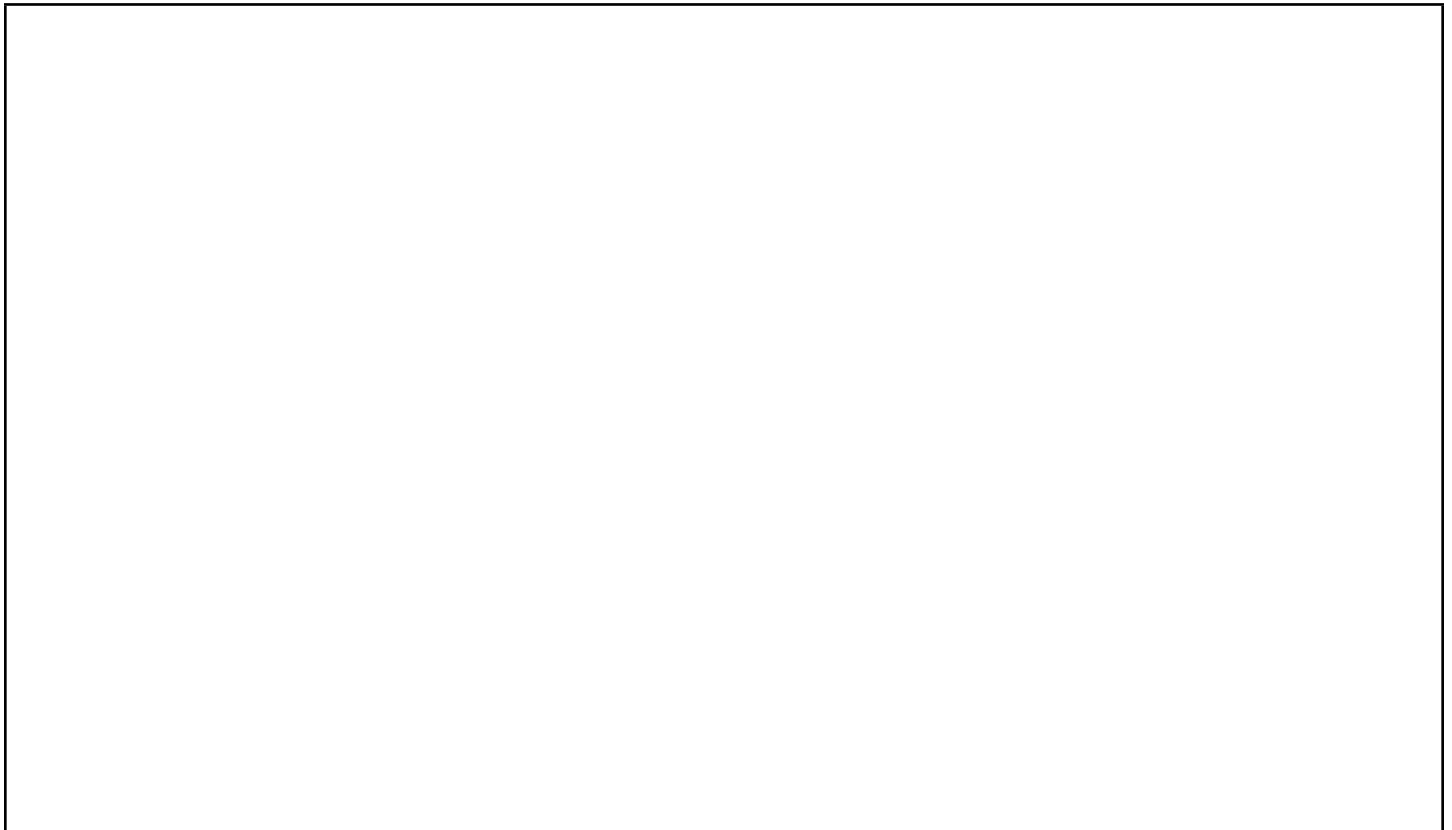
Hop up on the bus with us. It will be fun!

A big brown pup got on the bus. We can pat the soft pup.

A man and a tot got on the bus. They hum and tap.

A green bug got on the bus. The bug hops onto the bus.

There is a lot we can do on the bus that is fun.



Tell your teacher or a friend how the adjectives helped you know what to draw!

Independent Application: Similes, Idioms, and Alliteration

Directions: Decide if the underlined text is a simile, an idiom, or alliteration. Circle the correct term. Then, write what the simile or idiom means or how alliteration adds to the text.

Review each underlined term.

Sea Turtle Birthday

“Wake up, Arlo!” shouted Clover. “It’s the best day of the year!”

“Hold your horses. I’m sleeping,” said Arlo with a yawn.

But Clover wouldn’t let Arlo stay in bed. They had the same birthday, and the sea turtles always told each other the same tremendous true tale every year.

Clover began speaking first. “On the beach where we were born, nests of sea turtle eggs were hidden under the sand like secret treasure.”

Arlo told the next part. “A mere minute after midnight, we broke open our eggs and dug out of the sand. Then, we made a dash into the sea with the other sea turtle hatchlings.”

“We swam for a long time in the warm water, and our flippers grew strong. We saw sharks, purple starfish, clownfish, and even a few people! We had a ball!”

“Once we tried to eat a plastic bag by mistake. It was floating on the water like a pretty bubble, but it made us ill. Plastic does not belong in the sea!”

Independent Application: Similes, Idioms, and Alliteration (continued)

“At last we found a safe home near a coral reef. Here we could ride the waves in the current during the day and find shelter under a rock at night.”

Just then, Arlo and Clover’s friends burst in with seaweed cupcakes and boxes and bags of birthday gifts. It was the best day of the year for the sea turtles.

Circle the correct kind of figurative language. Then, write what the simile or idiom means or how alliteration adds to the text.

1. A mere minute after midnight simile / idiom / alliteration

What meaning or impact does it add to the text?

2. We had a ball simile / idiom / alliteration

What meaning or impact does it add to the text?

3. The plastic bag “was floating on the water like a pretty bubble” simile / idiom / alliteration

What meaning or impact does it add to the text?

4. Boxes and bags of birthday gifts simile / idiom / alliteration

What meaning or impact does it add to the text?

Independent Application: Metaphor, Personification, and Hyperbole

Directions: Decide if the underlined text is a metaphor, personification, or hyperbole. Circle the correct term. Then, write what the metaphor means or how the personification and hyperbole add to the text.

Read the text and review each underlined term.

Nikki's New Shoes

Nikki had brand-new sneakers. They were bright white, and she loved looking at them. "I'm going to be so careful with these sneakers," Nikki announced to Momma. "I promise I won't get a speck of dirt on them."

"You can try," Momma replied. "But you'll have to be very careful."

Outside, Nikki was ready to dodge a thousand disasters. She watched where she stepped on the sidewalk. Her head was down, so she did not see the little boy with the ice cream cone. BUMP! Nikki danced back fast. A blob of strawberry ice cream leaped through the air and landed on her shirt. But nothing had dripped on her sneakers.

Nikki walked on with care. When she came to a puddle, she stepped around it. At that moment, a girl on a bike going a million miles an hour sped through the puddle. SPLASH! Wet splotches of mud spread across Nikki's shorts. "I'm lucky that nothing splashed on my sneakers," Nikki said to herself.

Independent Application: Metaphor, Personification, and Hyperbole (continued)

Nikki reached her friend Kayla's house. They ate lunch together. Nikki sat with her feet tucked under her. She squirted mustard on her sleeve by mistake. Some grape juice spilled on her lap.

The girls played outside. Kayla's backyard had a grassy hill that was perfect for tumbling. Nikki took off her sneakers. As she rolled down the hill, the grass painted her socks and clothes.

When Nikki came home, Momma looked at her in surprise. Nikki's clothes were a kaleidoscope. They had pink, brown, yellow, purple, and green stains on them. "I thought you were going to be careful," Momma said.

"I was careful," Nikki said proudly as she pointed to her feet. Her sneakers were a patch of freshly fallen snow.

Circle the correct kind of figurative language. Then, write what the metaphor means or how personification and hyperbole add to the text.

1. a thousand disasters metaphor / personification /
hyperbole

What meaning or impact does it add to the text?

2. ice cream leaped through the air metaphor / personification /
hyperbole

What meaning or impact does it add to the text?

Independent Application: Metaphor, Personification, and Hyperbole (continued)

3. going a million miles an hour metaphor / personification /
hyperbole

What meaning or impact does it add to the text?

4. the grass painted her socks and clothes metaphor / personification /
hyperbole

What meaning or impact does it add to the text?

5. Nikki's clothes were a kaleidoscope. metaphor / personification /
hyperbole

What meaning or impact does it add to the text?

6. Her sneakers were a patch of freshly fallen snow. metaphor / personification /
hyperbole

What meaning or impact does it add to the text?

Independent Application: Explain and Analyze Figurative Language

Directions: Complete the table by writing the type of figurative language, its meaning or impact, and a revised sentence that shows its literal meaning for each example. Then, answer the following prompts.

The Crowded House: A Folktale

Long ago, the Rubin family lived in a little house that seemed much too small. Papa, Mama, their four children, Aunt Gert, and Grandmother Rubin were always getting in each other's way. They knew that one day they would burst right through the walls. So Papa and Mama went to the wisest man in the village, Reb Solman, to ask for advice.

Reb Solman stroked his beard thoughtfully as he listened. When he stopped stroking, his beard leaped away from his chin again, just as bristly as before. Then, he said, "This is a tricky situation. I can help you, but you must do exactly as I say." Papa and Mama were all ears. They eagerly agreed.

"The first thing you must do," Reb Solman told Mama, "is invite your sister and her family to visit."

"But, Reb Solman," said Mama worriedly, "my sister and brother-in-law have three big sons. How will five more people in our crowded house solve our problem?"

Reb Solman replied, "Remember, you promised to obey my instructions."

Independent Application: Explain and Analyze Figurative Language (continued)

The five relatives arrived. Everyone was elbowing each other and tripping over each other's feet. Then they grumbled and groaned about it. After several days, Papa went back to Reb Solman and pleaded, "The house is more crowded than ever. We're packed in like sardines! Please, what should we do?"

Reb Solman said, "Bring your chickens, goat, and cow into the house." Papa blinked hard when he heard that, but he had promised to toe the line, so he did as he was told.

A few days later, Papa returned to Reb Solman. In an exhausted voice, Papa said, "The house is a zoo! The noise, the smells, the crowding ... the situation is impossible. We're going to tear our hair out by the roots!"

Reb Solman said, "Send your relatives home and put the animals outside."

The visitors left, and the animals went outside where they belonged. The eight members of the Rubin family breathed a big sigh of relief. "I never knew our house could feel so big and spacious," said Mama as she looked around. "It feels as big as a castle!"

"It certainly feels like our house has taken a deep breath and stretched itself out," said Papa. "Reb Solman is a very wise man." And everyone, smiling in agreement, relaxed in their remarkably roomy house.

Independent Application: Explain and Analyze Figurative Language (continued)

Example of Figurative Language	Type of Figurative Language	Meaning or Impact	Revision
his beard leaped away from his chin			
all ears			
grumbled and groaned			
We're packed in like sardines!			
toe the line			

Independent Application: Explain and Analyze Figurative Language (continued)

Example of Figurative Language	Type of Figurative Language	Meaning or Impact	Revision
The house is a zoo!			
tear our hair out by the roots			
It feels as big as a castle!			
our house has taken a deep breath and stretched itself out			
relaxed in their remarkably roomy			

Independent Application: Descriptive Words (Adjectives)

Directions: Underline adjectives in the story. Then, draw a picture illustrating what the adjectives are describing.

Answer Key On the Bus

Where is the bus? Here it is!

Hop up on the bus with us. It will be fun!

A big brown pup got on the bus. We can pat the soft pup.

A man and a tot got on the bus. They hum and tap.

A green bug got on the bus. The bug hops onto the bus.

There is a lot we can do on the bus that is fun.

drawing that shows a big brown pup or a green bug

Tell your teacher or a friend how the adjectives helped you know what to draw! (Student answers may vary but should include text evidence that matches their illustration.)

Independent Application: Similes, Idioms, and Alliteration

Directions: Decide if the underlined text is a simile, an idiom, or alliteration. Circle the correct term. Then, write what the simile or idiom means or how alliteration adds to the text.

Review each underlined term.

[Answer Key](#)

Sea Turtle Birthday

“Wake up, Arlo!” shouted Clover. “It’s the best day of the year!”

“Hold your horses. I’m sleeping,” said Arlo with a yawn.

But Clover wouldn’t let Arlo stay in bed. They had the same birthday, and the sea turtles always told each other the same tremendous true tale every year.

Clover began speaking first. “On the beach where we were born, nests of sea turtle eggs were hidden under the sand like secret treasure.”

Arlo told the next part. “A mere minute after midnight, we broke open our eggs and dug out of the sand. Then, we made a dash into the sea with the other sea turtle hatchlings.”

“We swam for a long time in the warm water, and our flippers grew strong. We saw sharks, purple starfish, clownfish, and even a few people! We had a ball!”

“Once we tried to eat a plastic bag by mistake. It was floating on the water like a pretty bubble, but it made us ill. Plastic does not belong in the sea!”

Independent Application: Similes, Idioms, and Alliteration (continued)

“At last we found a safe home near a coral reef. Here we could ride the waves in the current during the day and find shelter under a rock at night.”

Just then, Arlo and Clover’s friends burst in with seaweed cupcakes and boxes and bags of birthday gifts. It was the best day of the year for the sea turtles.

Circle the correct kind of figurative language. Then, write what the simile or idiom means or how alliteration adds to the text.

1. A mere minute after midnight simile / idiom / alliteration

What meaning or impact does it add to the text?

It’s fun to say three words that start with m close to each other.

2. We had a ball simile / idiom / alliteration

What meaning or impact does it add to the text?

“Had a ball” means they had fun.

3. The plastic bag “was floating on the water like a pretty bubble” simile / idiom / alliteration

What meaning or impact does it add to the text?

The plastic bag was floating like a bubble would float, but it wasn’t really a bubble.

4. Boxes and bags of birthday gifts simile / idiom / alliteration

What meaning or impact does it add to the text?

It’s fun to say three words that start with b close to each other.

Independent Application: Metaphor, Personification, and Hyperbole

Directions: Decide if the underlined text is a metaphor, personification, or hyperbole. Circle the correct term. Then, write what the metaphor means or how the personification and hyperbole add to the text.

Answer Key

Read the text and review each underlined term.

Nikki's New Shoes

Nikki had brand-new sneakers. They were bright white, and she loved looking at them. "I'm going to be so careful with these sneakers," Nikki announced to Momma. "I promise I won't get a speck of dirt on them."

"You can try," Momma replied. "But you'll have to be very careful."

Outside, Nikki was ready to dodge a thousand disasters. She watched where she stepped on the sidewalk. Her head was down, so she did not see the little boy with the ice cream cone. BUMP! Nikki danced back fast. A blob of strawberry ice cream leaped through the air and landed on her shirt. But nothing had dripped on her sneakers.

Nikki walked on with care. When she came to a puddle, she stepped around it. At that moment, a girl on a bike going a million miles an hour sped through the puddle. SPLASH! Wet splotches of mud spread across Nikki's shorts. "I'm lucky that nothing splashed on my sneakers," Nikki said to herself.

Independent Application: Metaphor, Personification, and Hyperbole (continued)

Nikki reached her friend Kayla's house. They ate lunch together. Nikki sat with her feet tucked under her. She squirted mustard on her sleeve by mistake. Some grape juice spilled on her lap.

The girls played outside. Kayla's backyard had a grassy hill that was perfect for tumbling. Nikki took off her sneakers. As she rolled down the hill, the grass painted her socks and clothes.

When Nikki came home, Momma looked at her in surprise. Nikki's clothes were a kaleidoscope. They had pink, brown, yellow, purple, and green stains on them. "I thought you were going to be careful," Momma said.

"I was careful," Nikki said proudly as she pointed to her feet. Her sneakers were a patch of freshly fallen snow.

Circle the correct kind of figurative language. Then, write what the metaphor means or how personification and hyperbole add to the text.

1. a thousand disasters metaphor / personification / hyperbole

What meaning or impact does it add to the text?

It helps me understand that Nikki was ready for anything.

2. ice cream leaped through the air metaphor / personification / hyperbole

What meaning or impact does it add to the text?

It helps me imagine and understand how the ice cream flew onto Nikki's shirt.

Independent Application: Metaphor, Personification, and Hyperbole (continued)

3. going a million miles an hour metaphor / personification /
hyperbole

What meaning or impact does it add to the text?

It helps me imagine the bike going very fast and how the mud would splash up.

4. the grass painted her socks and clothes metaphor / personification /
hyperbole

What meaning or impact does it add to the text?

It helps me imagine how her socks and clothes were turning green.

5. Nikki's clothes were a kaleidoscope. metaphor / personification /
hyperbole

What meaning or impact does it add to the text?

It means that her clothes were very colorful.

6. Her sneakers were a patch of freshly fallen snow. metaphor / personification /
hyperbole

What meaning or impact does it add to the text?

It means that her sneakers were bright white. They did not have a speck of dirt on them.

Independent Application: Explain and Analyze Figurative Language

Directions: Complete the table by writing the type of figurative language, its meaning or impact, and a revised sentence that shows its literal meaning for each example. Then, answer the following prompts.

Answer Key

The Crowded House: A Folktale

Long ago, the Rubin family lived in a little house that seemed much too small. Papa, Mama, their four children, Aunt Gert, and Grandmother Rubin were always getting in each other's way. They knew that one day they would burst right through the walls. So Papa and Mama went to the wisest man in the village, Reb Solman, to ask for advice.

Reb Solman stroked his beard thoughtfully as he listened. When he stopped stroking, his beard leaped away from his chin again, just as bristly as before. Then, he said, "This is a tricky situation. I can help you, but you must do exactly as I say." Papa and Mama were all ears. They eagerly agreed.

"The first thing you must do," Reb Solman told Mama, "is invite your sister and her family to visit."

"But, Reb Solman," said Mama worriedly, "my sister and brother-in-law have three big sons. How will five more people in our crowded house solve our problem?"

Reb Solman replied, "Remember, you promised to obey my instructions."

Independent Application: Explain and Analyze Figurative Language (continued)

The five relatives arrived. Everyone was elbowing each other and tripping over each other's feet. Then they grumbled and groaned about it. After several days, Papa went back to Reb Solman and pleaded, "The house is more crowded than ever. We're packed in like sardines! Please, what should we do?"

Reb Solman said, "Bring your chickens, goat, and cow into the house." Papa blinked hard when he heard that, but he had promised to toe the line, so he did as he was told.

A few days later, Papa returned to Reb Solman. In an exhausted voice, Papa said, "The house is a zoo! The noise, the smells, the crowding ... the situation is impossible. We're going to tear our hair out by the roots!"

Reb Solman said, "Send your relatives home and put the animals outside."

The visitors left, and the animals went outside where they belonged. The eight members of the Rubin family breathed a big sigh of relief. "I never knew our house could feel so big and spacious," said Mama as she looked around. "It feels as big as a castle!"

"It certainly feels like our house has taken a deep breath and stretched itself out," said Papa. "Reb Solman is a very wise man." And everyone, smiling in agreement, relaxed in their remarkably roomy house.

Independent Application: Explain and Analyze Figurative Language (continued)

Example of Figurative Language	Type of Figurative Language	Meaning or Impact	Revision
his beard leaped away from his chin	personification	The beard seemed like it was moving on its own.	His beard was moving on its own.
all ears	idiom	makes the story more fun to read	Papa and mama were listening.
grumbled and groaned	alliteration	The words sound silly and fun together.	They complained about it.
We're packed in like sardines!	simile	The family is squished together tightly.	There are too many of us in a small space.
toe the line	idiom	follow the rules	He had promised to obey the directions.

Independent Application: Explain and Analyze Figurative Language (continued)

Example of Figurative Language	Type of Figurative Language	Meaning or Impact	Revision
The house is a zoo!	metaphor	helps me imagine how wild it feels to live in the house	This house is unmanageable!
tear our hair out by the roots	hyperbole	makes me think about how upset someone would have to be to actually tear their hair out	We're not going to be able to handle this.
It feels as big as a castle!	simile	The house feels as large as a castle, which is really huge.	The house feels very spacious.
our house has taken a deep breath and stretched itself out	personification	makes me feel like the house has a personality and feels better now	Our house feels much bigger than it did before.
relaxed in their remarkably roomy	alliteration	makes the end of the story seem fun	They relaxed and felt comfortable again.