Language that uses exaggeration for the sake of emphasis.

Hyperbole

My feet are killing me.

Language that gives human qualities to objects or animals.

Personification

The daffodils dance in the spring breeze.

Language that does not mean what is literally written and that cannot be understood from the meaning of its separate words.

Idiom

That will be a piece of cake.
Introducing the Show What We Know® Bulletin Board Kit - Figurative Language

Copy and enlarge the Figurative Language Definition Cards Reproducible, color, and cut out each card or make an overhead transparency of the reproducible. Placing your bulletin board display, lead a discussion about what it means to Paint a Picture with Your Words:

1. Review how words create images in our minds that help us visualize a story or poem.
2. Ask students if they know what form of writing is being used to create these images.
3. Identify the terms metaphor, simile, and alliteration to correspond with the text on the board. As you point out these terms, display the corresponding Figurative Language Definition Card. If appropriate, remind students that there are several other forms of figurative language that authors use to paint pictures with words. Introduce these terms and display them under the correct Figurative Language Definition Card.

Showing What They Know

Show students one of the Activity Mats, and explain that the class is “going to visit” an imaginary art studio to paint. Indicate that each student will create his or her own “masterpiece” that will be displayed under the Header to personalize the bulletin board.

Copy and distribute the Colorful Language Palette Reproducible, along with the Activity Mats. Model how to complete the reproducible. Then choose one of the examples on the reproducible to use on an Activity Mat. Have students complete the reproducible and transfer their final draft to their Activity Mat. Urge students to share their artwork, and display them under the correct Figurative Language Card.

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Illustrate the sentence on the easel below the box. Then record the type of figurative language you used and sign your name. Have students complete the reproducible and transfer their final draft to their Activity Mat. Urge students to share their artwork, and display them under the correct Figurative Language Card.

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The comparison of two unlike things by saying one “is” the other.

**Metaphor**

The baby is a little peanut.

**Simile**

My bunny’s fur is as white as snow.

Words whose sound suggest their meaning.

**Onomatopoeia**

A mosquito is buzzing in my ear.

The repetition of initial sounds in a group of words.

**Alliteration**

Singing sweet songs smoothly soothes the soul.

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Helping Teachers Make A Difference

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**Colorful Language Palette Reproducible**

**Figurative Language Definition Cards Reproducible**

**Colorful Palette Spinner Reproducible**
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:

- Distinguish the literal and nonliteral meanings of words and phrases in context (for example, take steps).
- Interpret figurative language, including similes and metaphors, in a text, distinguishing literal from nonliteral language.
- Describe how words and phrases (for example, regular beats, alliteration, rhymes, and repeated lines) supply rhythm and sound patterns in the phrasing of a story, poem, or song and make them feel compelling.

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters, events, and places in both nonfiction and fiction. This includes:

- Adjectives, adverbs, and other linking words that clarify meaning in a story, poem, or song.
- Idioms, adages, and proverbs.
- Metaphors and similes.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary Acquisition and Use</td>
<td>L.1.4.</td>
<td>RL.1.4.</td>
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<td></td>
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<td>L.5.4.</td>
<td>RL.5.4.</td>
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</table>

Preparing the Bulletin Board Kit - Figurative Language

Before introducing the Show What We Know Bulletin Board Kit - Figurative Language, make copies of the Really Good Stuff Activity Guide and all the pages for future use. Or download and copy it from our Web site at www.reallygoodstuff.com. Prepare the template “Paint a Picture with Your World” Header from the Figurative Language Cards, then select the cards that are grade-level appropriate for your class. Position the framed “Paint a Picture” with Your World” Header and Cards where students will be able to see them easily.

Here are some titles that you might want to use to review each form of figurative language:

- Similes and Metaphors
- Idioms
- Personification
- Hyperbole

- "Quick as a Cricket" by Steven Kellogg
- "Crazy Like a Fox: A Simile Story" by Karma Wilson
- "White Snow, Bright Snow" by Virginia Lee Burton
- "My Dog Is as Smelly as Dirty Socks: And Other Funny Animal Sayings" by Dr. Seuss
- "Onomatopoeia" by Doreen Cronin
- "Chicken Little" by Howard Martin
- "The Velveteen Rabbit" by Margery Williams
- "The Giving Tree" by Shel Silverstein
- "Shrek" by Audrey Wood
- "The Little House" by Alvin Tresselt
- "Sylvester and the Magic Pebble" by William Steig
- "The Fantastic Mr. Fox" by Roald Dahl
- "The Gruffalo" by Julia Donaldson
- "Room on the Broom" by Julia Donaldson
- "Mr. Brown Can Moo! Can You?" by Doreen Cronin
- "Click, Clack, Moo: Cows That Type" by Doreen Cronin
- "The Barnyard Banter" by Steven Kellogg
- "Mr. Brown Can Moo! Can You?" by Doreen Cronin
- "Click, Clack, Moo: Cows That Type" by Doreen Cronin
Language that uses exaggeration for the sake of emphasis.

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**Personification**

- The daffodils dance in the spring breeze.

Language that does not mean what is literally written and that cannot be understood from the meaning of its separate words.

**Idiom**

- That will be a piece of cake.

**Vocabulary Acquisition and Use**

**L.3.5.** Demonstrate understanding of figurative language, including similes, metaphors, and idiomatic expressions.

**L.4.4.** Determine the meaning of the words and phrases as they are used in a specific context (for example, a famous quote).

**L.5.4.** Distinguish the literal and nonliteral meanings of figurative language, including similes and metaphors.

**Craft and Structure**

- Interpret figurative language, including similes and metaphors, in a text (for example, as they are used in a book or film).

**Simile and Metaphor**

- A simile is a comparison using the words like or as (for example, as pretty as a picture).

- A metaphor is a comparison using the words is or are (for example, my heart is a warm hearth).

**Preparing the Show What We Know Bulletin Board Kit - Figurative Language**

Before introducing the Show What We Know Bulletin Board Kit - Figurative Language, make copies of this Really Good Stuff Activity Guide for all the students to use. Download and print the desired number of copies and staple them into a booklet for each student to use. Then, distribute the booklet to the students and have them read through the guide to understand the different types of figurative language.

**Figurative Language Definition Cards Reproducible**

- These cards are aligned with the following Common Core standards:

  - **L.3.4.** Identify words and phrases in stories or poems that suggest the sequence of events or the mood of a passage.
  - **L.3.5.** Determine the meaning of words and phrases as they are used in a specific context.
  - **L.3.6.** Identify words and phrases in stories or poems that suggest sequence of events or the mood of a passage.
  - **L.4.4.** Demonstrate understanding of figurative language, including similes and metaphors.
  - **L.5.4.** Distinguish the literal and nonliteral meanings of figurative language, including similes and metaphors.
  - **V.3.5.** Demonstrate understanding of figurative language, including similes and metaphors.
  - **V.4.4.** Demonstrate understanding of figurative language, including similes and metaphors.
  - **V.5.4.** Distinguish the literal and nonliteral meanings of figurative language, including similes and metaphors.

**All activity guides can be found online:**

[www.reallygoodstuff.com](http://www.reallygoodstuff.com)
Introducing the Show What We Know™ Bulletin Board Kit – Figurative Language

Copy and enlarge the Figurative Language Definition Cards Reproducibles, color, and cut out each card or make an overhead transparency of the reproducible. Placing your bulletin board display, lead a discussion about what it means to Paint a Picture with Your Words:

1. Review how words create images in our minds that help us visualize a story or poem.
2. Ask students if they know what form of writing is being used to create these images.
3. Identify the terms metaphor, simile, and alliteration to correspond with the text on the board. As you point out these terms, display the corresponding Figurative Language Definition Card. If appropriate, remind students that there are several other forms of figurative language that authors use to paint pictures with words. Introduce the other forms of figurative language that you selected one at a time and display the corresponding Definition Card.

Showing What They Know

Show students one of the Activity Mats, and explain that the class is “going to visit” an imaginary art studio to paint. Indicate that each student will create his or her own “masterpiece” that will be displayed under the Header to personalize the bulletin board.

Copy and distribute the Colorful Language Palette Reproducible, along with the Activity Mats. Model how to complete the reproducible. Then choose one of the examples on the reproducible to use on an Activity Mat. Upright students to share their artwork, and display them under the correct Figurative Language Cards.

Paint a Picture with Your Words

The comparison of two unlike things by saying one “is” the other.

Metaphor

The baby is a little peanut.

Words whose sound suggest their meaning.

Oncomatopoeia

A mosquito is buzzing in my ear.

The repetition of initial sounds in a group of words.

Alliteration

Singing sweet songs smoothly soothes the soul.

Illustrate the sentence on the easel below the box. Then record the type of figurative language used and sign your name. Have students complete the reproducible and transfer their final draft to their Activity Mat. Urge students to share their artwork, and display them under the correct Figurative Language Cards.

Colorful Language Palette Reproducible

Copy the Colorful Language Palette Reproducible on a piece of cardstock. Cut out the spinner and arrow. To create the spinner, attach the arrow to the middle of the circle with a brad. Use this spinner for a variety of review activities as you teach your students to use figurative language.

• Spin to determine what form of figurative language to use on the Activity Mats.
• Spin each day to determine which form of figurative language will be focused on that day.
• Spin to choose a book from that form of figurative language to read aloud.
• Spin for a review game: Create two teams that take turns spinning and offering a correct example of that form of figurative language. As each team gives a correct example, the team gets a point, and the team with the most points wins.
Introducing the Show What We Know® Bulletin Board Kit - Figurative Language

Copy and enlarge the Figurative Language Definition Cards Reproducible, color, and cut out each card or make an overhead transparency of the reproducible. Placing your bulletin board display, lead a discussion about what it means to Paint a Picture with Your Words: 1. Review how words create images in our minds that help us visualize a story or poem. 2. Ask students if they have heard what kind of writing is being used to create these images. 3. Identify the terms such as metaphor, simile, and alliteration to correspond with the text on the board. As you point out these terms, display the corresponding Figurative Language Definition Card. If appropriate, remind students that there are several other forms of figurative language that authors use to paint pictures with words. Introduce the other forms of figurative language that you selected at a time and display the corresponding Definition Card.

Painting What They Know
Show students one of the Activity Mats, and explain that the class is “going to visit” an imaginary art studio to paint. Indicate that each student will create his or her own “masterpiece” that will be displayed under the Header to personalize the bulletin board. Copy and distribute the Colorful Language Palette Reproducible, along with the Activity Mats. Model how to complete the reproducible. Then choose one of the examples on the reproducible to use on an Activity Mat, and write the sentence you chose in the box at the top of the Activity Mat, such as shown in the following example:

Illustrate the sentence on the easel below the box. Then record the type of figurative language you used and sign your name. Have students complete the reproducible and display their final draft to their Activity Mat. Urge students to share their artwork, and display them under the correct Figurative Language Cards.

Colorful Palette Spinner Reproducible
Copy the Colorful Palette Spinner Reproducible on a piece of cardstock. Cut out the spinner and arrow. To create the spinner, attach the arrow to the middle of the circle with a brad. Use this spinner for a variety of review activities as you teach your students to use figurative language to paint pictures with words. Here are a few ideas:

• Spin to determine what form of figurative language to use on the Activity Mats.
• Spin each day to determine which form of figurative language will be focused on that day.
• Spin to choose a book from that form of figurative language to read aloud.
• Spin for a review game: Create two teams that take turns spinning and offering a correct example of that form of figurative language. As each team gives a correct example, the team gets a point, and the team with the most points wins.

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The baby is a little peanut.

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