**Figurative language**

**Unit**

**ELA-TIMS**

**Name:**

Checklist

Similies and Metaphors (30)\_\_\_\_\_\_\_\_\_\_

Personification & Onomatopoeia (10)\_\_\_\_\_\_\_\_\_

Hyperbole & Alliteration (30) \_\_\_\_\_\_\_\_\_

Imagery definition(3) & Text(54) Imagery Questions(8) \_\_\_\_\_\_\_\_

Idioms (30) \_\_\_\_\_\_\_\_\_

Clichés( 10)\_\_\_\_\_\_\_\_\_\_

Irony (5)\_\_\_\_\_\_\_\_\_

Final Project(65)\_\_\_\_\_\_\_\_\_\_ Project due \_\_\_\_\_\_\_\_

Total points \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/215 points

FIGURATIVE LANGUAGE

Directions:

Step 1: Listen to each clip, and replay as needed.

Step 2: On your paper, highlight the Similes(1 color) and/or

Metaphor (another color) that you heard.

Step 3: Analyze & decide what comparison the simile/

Metaphor makes in the lyrics.

Step 4: Explain what the simile/metaphor mean to you.

Step 5: Discuss with class as directed by the teacher.

Metaphor:

Simile:

**Excerpt from "Firework" by Katy Perry**

Do you ever feel like a plastic bag  
Drifting through the wind, wanting to start again?  
Do you ever feel, feel so paper thin  
Like a house of cards, one blow from caving in?  
  
Do you ever feel already buried deep six feet under?  
Screams but no one seems to hear a thing  
Do you know that there's still a chance for you  
'Cause there's a spark in you?  
  
You just gotta ignite the light and let it shine  
Just own the night like the 4th of July  
  
'Cause, baby, you're a firework  
Come on, show 'em what you're worth  
Make 'em go, "Oh, oh, oh"  
As you shoot across the sky-y-y  
  
Baby, you're a firework  
Come on, let your colors burst  
Make 'em go, "Oh, oh, oh"  
You're gonna leave 'em falling down oh, oh

You don't have to feel like a wasted space  
You're original, cannot be replaced  
If you only knew what the future holds  
After a hurricane comes a rainbow  
  
Maybe a reason why all the doors are closed  
So you could open one that leads you to the perfect road  
Like a lightning bolt, your heart will glow  
And when it's time you'll know  
  
You just gotta ignite the light and let it shine  
Just own the night like the 4th of July

Analysis: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Rascal Flatts - Life Is A Highway Lyrics | MetroLyrics

Life is a highway, I wanna ride it  
All night long  
If you're going my way, I wanna drive it  
All night long

Analysis: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Britney Spears - Circus Lyrics | MetroLyrics

All eyes on me in the center of the ring just like a circus  
When I crack that whip, everybody gon' trip just like a circus  
Don't stand there watching me, follow me, show me what you can do  
Everybody let go, we can make a dance floor just like a circus ahhhhha

Analysis:  
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Kanye West - Heartless Lyrics | MetroLyrics

How could you be so heartless?

How could you be so cold?  
As the winter wind when it breeze yo  
Just remember that you talkin' to me though  
You need to watch the way you talkin' to me though

Analysis:  
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Katy Perry - Hot And Cold Lyrics | MetroLyrics

You change your mind  
Like a girl changes clothes

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**Hyperbole-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Personification-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Onomatopoeia \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Alliteration-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

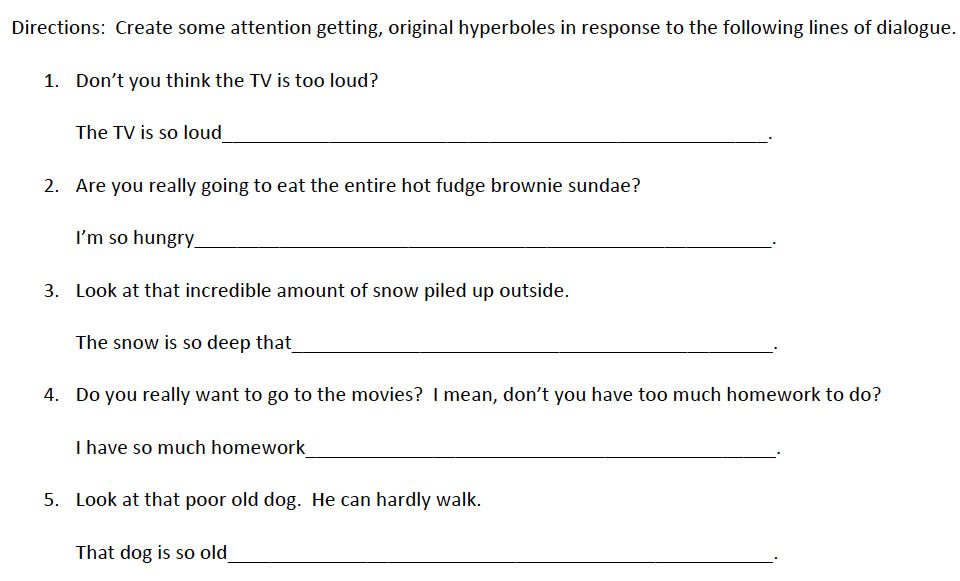
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Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Pick Out The PERSONIFICATION or ONOMATOPOEIA in the sentence**

1. The rain kissed my cheeks as it fell.
2. The video camera observed the whole scene.
3. The breaks squeaked as the car came to a stop.
4. The car engine coughed and sputtered when it started during the blizzard.
5. The boy moved his chair, squeak!
6. The dishes clattered as they fell on the floor.
7. The wind sang her mournful song through the falling leaves.

Hyperbole practice:



**Highlight all Hyperbole.(yellow) Highlight all Alliteration (light blue)**

**Sarah Cynthia Sylvia Stout Would Not Take The Garbage Out**  
  
Sarah Cynthia Sylvia Stout  
Would not take the garbage out!  
She’d scour the pots and scrape the pans,  
Candy the yams and spice the hams,  
And though her daddy would scream and shout,  
She simply would not take the garbage out.  
  
And so it piled up to the ceilings:  
Coffee grounds, potato peelings,  
Brown bananas, rotten peas,  
Chunks of sour cottage cheese.  
  
It filled the can, it covered the floor,  
It cracked the window, it blocked the door  
With bacon rinds and chicken bones,  
Drippy ends of ice cream cones,  
Prune pits, peach pits, orange peel,  
Gloppy glumps of cold oatmeal,  
Pizza crests and withered greens,  
Soggy beans and tangerines,  
Crusts of black burned buttered toast,  
Gristly bits of beefy roasts. . .  
  
The garbage rolled down the hall,  
It raised the roof, it broke the wall. . .  
Greasy napkins, cookie crumbs,  
Globs of gooey bubble gum,  
Cellophane from green baloney,  
Rubbery blubbery macaroni,  
Peanut butter, caked and dry,  
Curdled milk and crusts of pie,  
Moldy melons, dried up mustard,  
Eggshells mixed with lemon custard,  
Cold french fries and rancid meat,  
Yellow lumps of Cream of Wheat.  
  
At last the garbage reached so high  
That finally it touched the sky.  
And all the neighbors moved away,  
And none of her friends would come out to play.  
  
And finally Sarah Cynthia Stout said,  
“OK, I’ll take the garbage out!”  
But then, of course, it was too late. . .  
The garbage reached across the state,  
From New York to the Golden Gate.  
And there, in the garbage she did hate,  
Poor Sarah met an awful fate,  
That I cannot right now relate  
Because the hour is much too late.  
  
But children, remember Sarah Stout  
And always take the garbage out!

* ~Shel Silverstein

**IMAGERY**

DEFINE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Color-code** the imagery words/phrases in the text below. Use the colors indicated.

The hot July sun beat relentlessly down, casting an orange glare over the farm buildings, the fields, the pond. Even the usually cool green willows bordering the pond hung wilted and dry. Our sun-baked backs ached for relief. We quickly pulled off our sweaty clothes and plunged into the pond, but the tepid water only stifled us and we soon climbed onto the brown, dusty bank. Our parched throats longed for something cool--a strawberry ice, a tall frosted glass of lemonade.

We pulled on our clothes, crackling underbrush, the sharp briars pulling at our damp jeans, until we reached the watermelon patch. As we began to cut open the nearest melon, we could smell the pungent skin mingling with the dusty odor of the dry earth. Suddenly, the melon gave way with a crack, revealing the deep, pink sweetness inside.

**Sight**  **Sound**  Touch **Taste**  **Smell**

**(Red) (Orange) (Yellow) (Green) (Blue)**

**Imagery Check: Indicate which of the 5 senses each sentence or phrase represents: Sight-Sound-Touch-Taste\_Smell**

1. He was a shaggy, thick-fellow; his coat was greasy about the lapels and pockets, and his hand splayed over the cane’s crook with a futile sort of clinging. \_\_\_\_\_\_\_\_\_\_

2. A ginger cat, very tall and thin streaked glass, flashing with sunlight. \_\_\_\_\_\_\_\_\_\_

3. Strong melodious songs crackling splinters of glass and dried putty. \_\_\_\_\_\_\_\_\_\_

4. Soft shapes...inside the hard bodies. \_\_\_\_\_\_\_\_

5. Juicy and tart \_\_\_\_\_\_\_\_

6. Rolling rumble and crash\_\_\_\_\_\_\_\_\_

7. Leaves were green and stirring. Berries, luster-glossed. \_\_\_\_\_\_\_\_

8. What is Poetry? Who knows? Not a rose, but the scent of a rose. \_\_\_\_\_\_\_\_

**Idioms:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Idiom Assignment:**

* **Select an Idiom from the list….**
* **Create a poster of the literal meaning of your idiom….. (computer or drawn) SMALL ONLY**
* **Include:** 
  + **Title of the idiom**

**(ex:It’s Raining Cats and Dogs)**

* + **What the idiom means**

**(ex:It is raining very hard)**

* + **Sentence using the idiom**
  + **Your name**

**All ears  
Ants in your pants  
Arm and a leg   
At the end of your rope  
Axe to grind   
Back to the drawing board   
Barking up the wrong tree   
Between the lines  
Blood out of a stone   
Blow your stack  
Bone to pick  
Bull in a China shop  
By the skin of your teeth  
Can of worms  
Cold feet  
Crash a party  
Cry your eyes out  
Don’t wash your dirty laundry in public  
Down in the dumps  
Eagle eyes  
Elephant in the room   
Feeling Blue  
Fifth wheel  
Fish out of water  
Go round in circles**

**Grab the bull by its horns  
Head is in the clouds  
Heart of gold  
Hook, line, and sinker  
Horse of a different color  
In the doghouse  
It cost an arm and a leg  
Jump the gun  
Like a fish needs a bicycle  
Make waves  
Money talks  
Opening a can of worms  
Out on a limb  
Piece of cake  
Pull someone's leg  
Pull your weight  
Rock the boat  
See the light  
Stick out like a sore thumb  
Tall story  
Thin-skinned  
Thrilled to bits  
Walk on eggshells  
Written all over your face  
You can say that again**

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ClichE

Define:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Compose a list of five (5) clichés that middle school students use.

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

IRONY

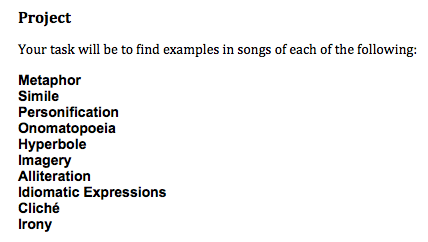
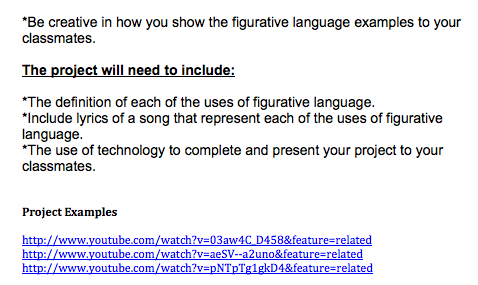
Verbal\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Situational\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Dramatic\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

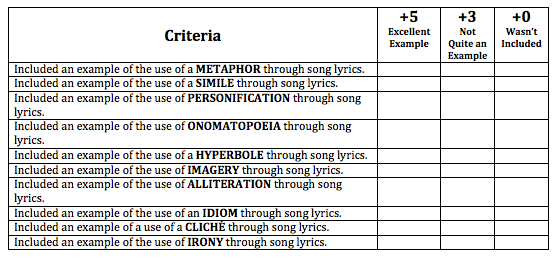
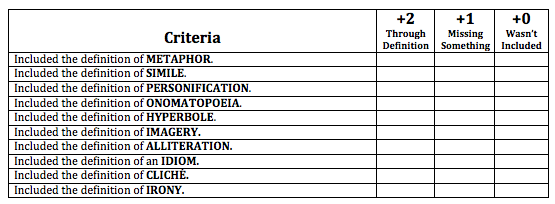
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Be Sure to Identify each example thoroughly.

Final project Figurative Language Rubric

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score\_\_\_\_\_\_/65





Imagery Check  
Sight, Smell, Touch, Taste, Sound

1. He was a shaggy, thick-fellow; his coat was greasy about the lapels and pockets, and his hand splayed over the cane’s crook with a futile sort of clinging. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. A ginger cat, very tall and thin streaked glass, flashing with sunlight. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Strong melodious songs crackling splinters of glass and dried putty

  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Soft shapes...inside the hard bodies \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Juicy and tart \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Rolling rumble and crash\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Leaves were green and stirring. Berries, luster-glossed.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. What is Poetry? Who knows? Not a rose, but the scent of a rose.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Notes:

Common Core Standards:

7.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

7. SL.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

7.SL.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

7.l.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.