

## **Figurative Language Worksheet 6 | Answer Key**

### **1. Simile**

**Ex:** This is a simile because life is compared to pathless wood with the word "like."

### **2. Personification**

**Ex:** This is personification because the needle is given the ability to sleep.

### **3. Personification**

**Ex:** This is personification because beauty is given the ability to call.

### **4. Personification**

**Ex:** This is personification because the speaker's soul is given the ability to wear colorful garments.

### **5. Metaphor**

**Ex:** This is a metaphor because the speaker compares her heart to a bird, a bird that gets locked in a cage. The cage represents her emotional or material entrapment.

### **6. Hyperbole**

**Ex:** This is hyperbole because the speaker is exaggerating the noise of the carts. The rumble of carts cannot be endless. There has to be some time when no carts are moving, perhaps late at night on a holiday.

### **7. Simile**

**Ex:** The speaker compares their love to an autumn leaf using the word "like."

### **8. Simile**

**Ex:** The speaker compare them to moths using the word "like."

### **9. Personification**

**Ex:** This is personification because the sun is given the ability to slope down and rest.

### **10. Metaphor**

**Ex:** This is a metaphor because a poem is compared to a flowering twig without using the word "like" or "as."

### **11. Personification**

**Ex:** That was personification because the moon was given the ability to touch the speaker.

# Sixth Grade Lessons On Figurative Language

**Janet Lord**



## **Sixth Grade Lessons On Figurative Language:**

*Teaching to Exceed the English Language Arts Common Core State Standards* Richard Beach, Allen Webb, Amanda Haertling Thein, 2015-12-07 Timely thoughtful and comprehensive this text directly supports pre service and in service teachers in developing curriculum and instruction that both addresses and exceeds the requirements of the Common Core State Standards Adopting a critical inquiry approach it demonstrates how the Standards highest and best intentions for student success can be implemented from a critical culturally relevant perspective firmly grounded in current literacy learning theory and research It provides specific examples of teachers using the critical inquiry curriculum framework of identifying problems and issues adopting alternative perspectives and entertaining change in their classrooms to illustrate how the Standards can not only be addressed but also surpassed through engaging instruction The Second Edition provides new material on adopting a critical inquiry approach to enhance student engagement and critical thinking planning instruction to effectively implement the CCSS in the classroom fostering critical response to literary and informational texts using YA literature and literature by authors of color integrating drama activities into literature and speaking listening instruction teaching informational explanatory argumentative and narrative writing working with ELL students to address the language Standards using digital tools and apps to respond to and create digital texts employing formative assessment to provide supportive feedback preparing students for the PARCC and Smarter Balanced assessments using the book s wiki site <http://englishccss.pbworks.com> for further resources

**Teaching Literacy in Sixth Grade** Karen D. Wood, Maryann Mraz, 2005-05-13 Sixth grade marks the transition to middle school and for many students the transition to early adolescence The sixth grade classroom is a place where problem solving and abstract thinking skills can flourish as teachers devise creative ways to integrate language arts with effective content area instruction This book walks the reader through everyday life in a successful sixth grade language arts social studies classroom and provides foundational knowledge and hands on strategies for working with diverse learners

**Kids Learn! Getting Ready for 6th Grade (Second Language Support) - eBook**, 2014-01-15 Prevent learning loss while students are away from school and set students up for a successful upcoming school year with the second edition of this bilingual parent involvement resource Students risk falling behind at the start of a new school year without practicing skills learned in the previous year Designed to bridge the away from school gap this resource provides students with reading writing and mathematics activities aligned to Common Core and other state standards that reinforce learning from fifth grade and prepare students for sixth grade A 14 page introduction section for parents and instructions for each student activity are written in both English and Spanish to help parents get involved in their child s education With fun and easy to use family activities this is the perfect full color resource to set students up for a successful school year

**Teaching Reading Across the Day, Grades K-8** Jennifer Serravallo, 2024-04-12 Reading well across disciplines and within varied contexts will help students to be versatile flexible deep readers who can better learn

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intervention goals and activities that are theoretically sound but may require further research scrutiny 3 to explore aspects of curriculum relevant language intervention for students with language learning disabilities 4 to provide guidelines for school based practitioners that clarify how professionals with diverse backgrounds and roles share responsibility in language literacy and academic programming While taking a strong language disorders perspective the text would be a useful resource for teachers and other specialists who share students with language learning disabilities LLD with their school based speech language pathologists SLPs New to the Second Edition A new chapter Application Activities to Stretch Your Knowledge includes problems with possible answers and rationales that review significant concepts in language and literacy with a focus on adolescents A roadmap to scenarios and reports and key information at the beginning of the text Application activities in Chapter 10 with icons that highlight easy access to key information and connections with understanding the Whys Key Features Questions at the beginning of each chapter that reflect concerns of SLPs and their teams Projects and assignments that supplement and review the material Examples of teaching modules with practical lesson plans that integrate the role of SLPs in Interprofessional Practices IPP while explicitly addressing the curriculum across a variety of subject areas *Suggestions for Instruction in Language in the Elementary Schools* Edward Brooks,1900

**Research in Education** ,1974 **Teaching Language and Literature in Elementary Classrooms** Marcia S. Popp,2006-04-21 The goal of this book a theoretically based well organized useful guide for teaching is to help the beginning teacher create a classroom environment that integrates literacy development with learning in all areas of the curriculum The major components of an integrated language program are identified and the skills teachers need to implement this kind of program in their own classrooms are described Designed to be kept and used as a resource in the classroom this text provides fundamental information about language arts teaching A constructivist orientation an emphasis on teachers as reflective decision makers and vivid portrayals of the classroom as a community of learners and inquirers are woven throughout the book Key features include a wealth of models suggestions and step by step guidelines for introducing integrated teaching and learning practices into elementary classrooms at the kindergarten primary and intermediate levels a focus on relevant research in language arts and professional teacher development true to life classroom narratives that model instructional strategies and demonstrate interactions between real teachers and students and an innovative chapter format that makes the text accessible as a resource for student beginning and experienced teachers **Resources in Education** ,1998 **Doing Language Arts in Morning Meeting** Jodie Luongo,Joan Riordan,Kate Umstatter,2015-02-12 Boost students language arts skills and meet standards without adding to your schedule Do you start the day with Morning Meeting If so you can use some of that time to reinforce students language arts learning These fun lively activities enable you to seamlessly integrate language arts into a daily Morning Meeting You ll find language arts activities for each component of Morning Meeting greeting sharing group activity and morning message From reading poetry with sound effects to

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discusses ways to meet the challenges that current standards pose for teaching emergent bilingual students in grades K 8  
Leading experts describe effective standards aligned instructional approaches and programs expressly developed to promote  
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