

Florida B.E.S.T.



FIGURATIVE LANGUAGE

Words and Phrases

4. Read the following sentence

After some time, I heard th

approached.

Why does the author use

The author uses on

sounds they would h

they are there

5. Read the following

We all laughed

The author uses th

a. the other

b. the narra

c. the kids

d. the kids

6. Read the fi

She made ei

I could hav

Explain wh

She m

a lot of had s

The main character was w

Words and Phrases

Answer the following questions. Underline the text evidence in t

1. Read the following sentence from paragraph 1.

There was a blanket of snow covering the gr

The author uses this metaphor to show that

the ground was covered with

2. Read the following line from paragraph 3.

My team made millions of snowballs and hi

The author uses this hyperbole to show

a. the team made some snowba

b. the team made a few snowb

c. the team made a million sno

d. the team made a lot of sno

3. In paragraph 3, the author uses

a. the snow fell quietly.

b. the kids saw rabbits o

c. the main character's t

d. the other team crept

team.

530L Figurative Language Name: _____ Date: _____

A Snowball Fight

I woke up and peered out my window. There was a blanket of snow covering the ground.

"Yes!" I squealed. "Today will be a snow day!"

After breakfast, I raced outside to meet my neighbors. We planned a huge snowball fight. My team made millions of snowballs and hid them behind a mountain of snow. We waited as quiet as rabbits for the other team to approach. After some time, I heard the crunch of snow under their feet as the other team approached. We bombarded them with snowballs soaring through the air. Thunk! I had been hit in the arm by a large snowball. We all laughed like hyenas as we played.

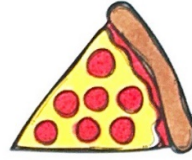
After playing for an hour, my hands felt like they were frozen solid. My neighbor Kate's mom cooked lunch for us. She made enough food to feed an army. I was glad because I felt so hungry that I could have eaten a horse.



Figurative Language

SIMILE

Compares two things using the words *like* or *as*.



This pizza is as cold as ice.

METAPHOR

Compares two things by saying that one thing is another thing



Danny was a bear when he woke up.

ONOMATOPOEIA

Word that makes a sound



Splash!

HYPERBOLE

An exaggeration



I'm so hungry that I could eat a horse!

PERSONIFICATION

Giving human qualities to nonliving things



The leaves danced in the wind.

©Julia Beckner



Words and Phrases
Answer the following questions Underline the text evidence in the color shown.

1. What metaphor does the author use to compare clouds in the first four lines?
Why?
The poet is comparing ships and boats sailing on rivers to clouds sailing across the sky.

2. Read the following line from the poem.
But clouds that

WL



Figurative Language

Name: _____

Date: _____

The Rainbow

By Christina Rossetti



Boats sail on the rivers,
And ships sail on the seas;
But clouds that sail across the sky
Are prettier than these.
There are bridges on the rivers,
As pretty as you please;
But the bow that bridges heaven,
And overtops the trees,
And builds a road from earth to sky,
Is prettier far than these.



Figurative Language

My Brother's Not a Werewolf

By Ken Nesbitt

My brother's not a werewolf.

Though it often looks that way,
as to shave his whiskers
just every single day.

His feet are getting furry
and his hands are sprouting hair.
His voice is deep and growling
like a grumpy grizzly bear.

He often sleeps throughout the day
and stays up half the night.
And if you saw the way he eats
you'd surely scream in fright.

His clothes are ripped and dirty
like the stuff a werewolf wears.
His socks and shirts are shredded
and his pants have countless tears.

If you should ever meet him
you'll discover what I mean.
My brother's not a werewolf;
he's just turning seventeen.
--Kenn Nesbitt



Words and Phrases

Answer the following questions. Underline the text evidence in the poem that

1. What is the author comparing his brother
The author is comparing his brother
to a werewolf.

to in the poem? Why?
his brother

Name: Julie Bochesse

Date: 3/6



Figurative Language

Name: Julie Bochesse

Date: 3/5

A Snowball Fight

I woke up and peered out my window. There was a blanket of snow covering the ground.

"Yes!" I squealed. "Today will be a snow day!"

After breakfast, I raced outside to meet my neighbors. We planned a huge snowball fight. My team made millions of snowballs and hid them behind a mountain of snow. We waited as quiet as rabbits for the other team to approach. After some time, I heard the crunch of snow under their feet as the other team approached. We bombarded them with snowballs soaring through the air. Thunk! I had been hit in the arm by a large snowball. We all laughed like hyenas as we played.

After playing for an hour, my hands felt like they were frozen solid. My neighbor Kate's mom cooked lunch for us. She made enough food to feed an army! I was glad because I felt so hungry that I could have eaten a horse.



©Julie Bochesse

FIGURATIVE LANGUAGE

3rd grade

Table of Contents

*This product includes 12 stories and poems in the 2nd-3rd Grade Common Core Text Complexity Band.

- ELA.3.R.3.I Anchor Chart/ Journal Pages
- Mentor Text and Chart
- **Poems Included:**
 1. "My Brother's Not a Werewolf" by Ken Nesbitt
 2. "Hope is the Thing with Feathers" by Emily Dickinson
 3. "The Rainbow" by Christina Rossetti
 4. "A Red, Red Rose" by Robert Burns
 5. "The Bells" by Edgar Allen Poe
- **Original Passages Included:**
 1. "A Snowball Fight"- 530L
 2. "The Big Race"- 570L
 3. "A Stormy Day"- 600L
 4. "The Big Test"- 630L
 5. "A Hike at Yellowstone"- 760L
- **Assessment**
 1. "The Trouble with Brother"- 530L

ABOUT LEXILE LEVELS



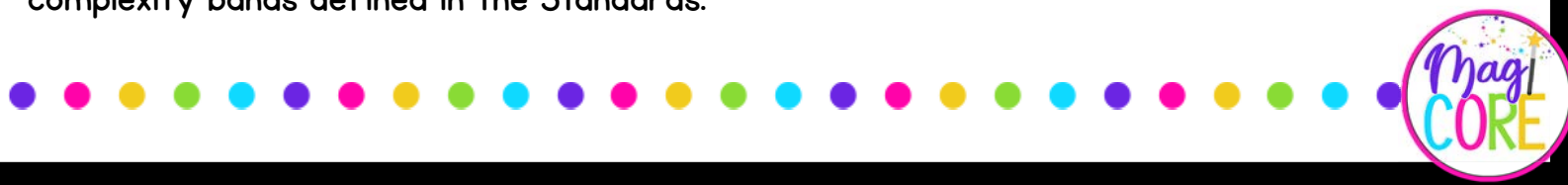
MagiCore is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Florida B.E.S.T. standards use Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction, as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to research, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."



How to Use This Resource

This resource was modified to fit the Florida B.E.S.T reading standards. It includes:

Anchor Charts: These anchor charts should be used to introduce the skills. You can make copies for student journals and create a large class-sized poster. Teachers should review anchor charts with students during each mini lesson. Students can refer to journal anchor charts while completing independent work.

Mentor Text: Mentor texts are included for teachers to use to model the skill. Some of the mentor texts come directly from the Florida B.E.S.T standards mentor text recommendations for second grade. These texts tend to be longer and more complex than the intended Lexile grade range. For this reason, I have incorporated these recommended texts for teachers to use as read alouds, shared readings, and modeling. Mentor texts also include a guided response, such as a graphic organizer or questions.

Practice Passages: These passages are Lexile leveled and include standards-based questions. These are designed to be used for guided practice, independent practice, and small groups. Please note, all passages will not be used in one unit. I provide extra so you can use them for later review.

Assessment: Two assessment passages are included. Both are intended to be used to form a complete assessment; however, some teachers choose to use the assessment passages separately in order to differentiate assessments.

Figurative Language

SIMILE

Compares two things using the words *like* or *as*.

This pizza is as cold as ice.

METAPHOR

Compares two things by saying that one thing is another thing.

Danny was a bear when he woke up.

ONOMATOPOEIA

Word that makes a sound.

Splash!

HYPERBOLE

An exaggeration.

I'm so hungry that I could eat a horse!

Anchor Chart

the wind. magic table.

Poetry Figurative Language Name: _____ Date: _____

Where Go the Boats?

Dark brown is the river,
Golden is the sand.
It flows along for ever,
With trees on either hand.

Green leaves a-floating,
Castles of the foam,
Boats of mine a-boating—
Where will all come home?

On goes the river,
And out past the mill,
Away down the valley,
Away down the hill.

Away down the river,
A hundred miles or more,
Other little children



Mentor Text

Poetry Figurative Language Name: _____ Date: _____

The Rainbow

By Christina Rossetti



Boats sail on the rivers,
And chips sail on the seas;
But clouds that sail across the sky
Are prettier than these.

There are bridges on the rivers,
As pretty as you please;

Practice Page

How to Use This Resource

Here is the recommended lesson layout and schedule for this resource:

Day 1: Introduce the anchor charts to review the difference between literal and nonliteral language. Discuss the different types of figurative language students will be focusing on during this unit. Read aloud the Mentor Text “Where Go the Boats?” Model how to determine if language is literal or nonliteral. Discuss the purpose of each type of figurative language that you come across in the mentor text.

Day 2: Select a text in the mid-range of the text complexity band. Make the text and question set poster size or project the text and questions. Read the story as a class, and then work together to answer the questions.

Day 3: Students complete a passage and question set in partners. I recommend choosing a text in the mid-range of the text complexity band. Always review work as a class or in groups.

Day 4: Students complete a passage at the low range of the text complexity band independently. Be sure to review student work. If students did not get answers correct, ensure you make time to review with students independently or in small groups.

Day 5-6: Continue to assign increasingly more complex passages. Continue to assess and review work.

Day 7: By the end of the unit, most of your class should be showing mastery of the passages. This is the time to give the assessment. I recommend giving both assessment passages together, but you can also separate the passages and use the different levels to differentiate.

**Follow your students' lead. These lessons may take more or less time. Do not move on to subsequent lessons until your students are showing progress.*



How to Teach Figurative Language

Literal language is when the author writes exactly what they mean.

Figurative language is when the author uses language beyond its literal meaning, usually to emphasize a point or create imagery.

Authors use figurative language in all genres of writing. Before teaching this skill, students should have prior knowledge of various literary and informational genres including poetry, stories, articles, and descriptive writing. In this unit, students will be diving deeper into a range of genres to study language and how it impacts meaning. Figurative language is a complex idea. There are many types of figurative language students will come across while reading. While students do not need to memorize all types and definitions, they should have a broad exposure to different types of figurative language.

In second grade, students are exposed to similes, idioms, and alliteration. In third grade, students should continue analyzing what they have previously learned and focus on new types, including metaphors, personification, and hyperbole.

Tools to Help

Figurative language is not concrete. Therefore, the best ways to reinforce this skill is through repeated readings of text. Allow students to draw their visualizations and focus on the larger meaning of the entire text. Once students are able to do this, you can dive into the meanings of specific words and phrases. Have students use highlighters or crayons to identify various types of figurative language.

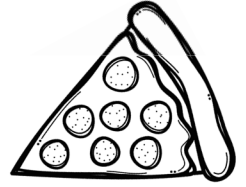
Differentiation

For differentiation, provide struggling students with support reading and rereading texts. Especially with poetry, it is beneficial for students to hear the poem out loud to gain meaning. This will help students hear other elements such as rhythm, rhyme, and repetition. Have students highlight figurative language, and provide many opportunities for students to orally discuss the language as a class or with partners before writing responses. Once students have had plenty of exposure and practice, they should be able to analyze poems independently. Remember, the key takeaway for students is how figurative language enhances meaning in text. The main goal is for students to gain meaning from words and phrases. It is not as important for them to identify and define every type of figurative language.

Figurative Language

SIMILE

Compares two things using the words *like* or *as*.



This pizza is as cold as ice.

METAPHOR

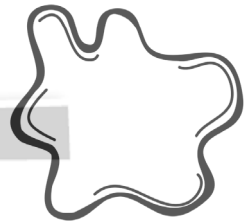
Compares two things by saying that one thing is another thing



Danny was a bear when he woke up.

ONOMATOPOEIA

Word that makes a sound



Splash!

HYPERBOLE

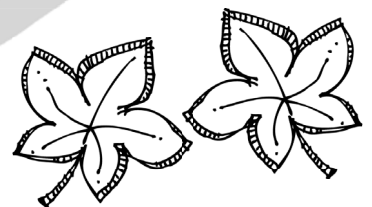
An exaggeration



I'm so hungry that I could eat a horse!

PERSONIFICATION

Giving human qualities to nonliving things



The leaves danced in the wind.

©Julie Bachore

The Rainbow

By Christina Rossetti



Boats sail on the rivers,
And ships sail on the seas;
But clouds that sail across the sky
Are prettier than these.
There are bridges on the rivers,
As pretty as you please;
But the bow that bridges heaven,
And overtops the trees,
And builds a road from earth to sky,
Is prettier far than these.

Words and Phrases

Answer the following questions. Underline the text evidence in the color shown.

1. What metaphor does the author use to compare clouds in the first four lines?
Why?



2. Read the following line from the poem.



But clouds that sail across the sky

What is the author describing in this line?

- a. clouds with rain
- b. clouds on a boat
- c. clouds attached to rainbows
- d. clouds moving across the sky

3. Read the following lines from the poem.



*But the bow that bridges heaven,
And overtops the trees,
And builds a road from earth to sky,*

What is the author describing in these lines?

A Snowball Fight

I woke up and peered out my window. There was a blanket of snow covering the ground.

"Yes!" I squealed. "Today will be a snow day!"

After breakfast, I raced outside to meet my neighbors. We planned a huge snowball fight. My team made millions of snowballs and hid them behind a mountain of snow. We waited as quiet as rabbits for the other team to approach. After some time, I heard the crunch of snow under their feet as the other team approached. We bombarded them with snowballs soaring through the air. Thunk! I had been hit in the arm by a large snowball. We all laughed like hyenas as we played.

After playing for an hour, my hands felt like they were frozen solid. My neighbor Kate's mom cooked lunch for us. She made enough food to feed an army! I was glad because I felt so hungry that I could have eaten a horse.



Words and Phrases

Answer the following questions. Underline the text evidence in the color shown.

1. Read the following sentence from paragraph 1.



There was a blanket of snow covering the ground.

The author uses this metaphor to show that

2. Read the following line from paragraph 3.



My team made millions of snowballs and hid them behind a mountain of snow.

The author uses this hyperbole to show that

- a. the team made some snowballs and hid them.
- b. the team made a few snowballs and hid them behind a mountain.
- c. the team made a million snowballs and hid them behind a mountain.
- d. the team made a lot of snowballs and hid them behind a mound of snow.

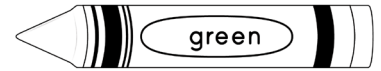
3. In paragraph 3, the author uses the simile “as quiet as rabbits” to show that



- a. the snow fell quietly.
- b. the kids saw rabbits outside in the snow.
- c. the main character’s team waited quietly for the other team.
- d. the other team crept up quietly to attack the main character’s team.

Words and Phrases

4. Read the following sentence from paragraph 3.



After some time, I heard the crunch of snow under their feet as the other team approached.

Why does the author use onomatopoeia in this sentence?

5. Read the following sentence from paragraph 3.



We all laughed like hyenas as we played.

The author uses this simile to show that

- a. the other team was approaching.
- b. the narrator was hit by a snowball.
- c. the kids were having fun with their snowball fight.
- d. the kids were turning into hyenas during their snowball fight.

6. Read the following sentences from paragraph 4.



She made enough food to feed an army! I was glad because I felt so hungry that I could have eaten a horse.

Explain what these hyperboles mean.

TEST



Figurative Language Name: Julie Bohse Date: 3/4

The Trouble with Brother

"Take it off!" I yelled at my brother Hau who had stolen my favorite baseball t-shirt again. I was so angry that my ears were smoking.

"I'm already wearing it. I will give it back to you tomorrow," he shouted back at me.

"You are as stinky as dirty socks. You can't wear my clothes," I yelled back and tugged at my shirt. I tugged so hard that Hau fell face forward. I heard a loud bang as he hit the floor. Hau began to wail. He cried so hard that he made a lake around him. My mom dashed into the room.

"WHAT IS GOING ON HERE?" she questioned in an angry voice.

"Hau stole my baseball shirt again," I complained. "He wouldn't give it back, so I tried to take it, and he fell."

Between his tears, Hau told my mom that I pushed him.

"GO TO YOUR ROOM IMMEDIATELY," my mom scolded.

I scurried to my room while looking at the floor. I didn't mean to hurt Hau, but he shouldn't have stolen my shirt. After sulking in my room for an hour, I decided that I should check to make sure that Hau was OK. I walked into Hau's room.

"I'm sorry I hurt you, Hau. Are you OK?" I asked as sweet as honey.

"I was hurt, but I'm OK now,"

Hau replied. "I'm sorry for taking your shirt without asking."

I hugged Hau and explained to him that he needs to ask me before he takes my things. Hau promised to ask from there on out.



ence in the color shown



he author use this hyperbole?

angry the main
stealing his



socks
dirty socks
king his socks
ing his favorite shirt.



agine the

Paragraph 3.

sim

ice?

a lot
around a lake
trying to get his brother in

inted to wear his brother's

aph 9



"I asked as sweet as honey.

is sentence?

ed Phrases

by William Shakespeare, how does the line "All the world's a stage" make the author's point?



Text evidence in the color shown

ad the following lines from the poem.
"Little White Lily
st by a stone,



the poet describing in these lines?

er being still
aiting for the sun
hine feeding plants
ad Lily sitting on a stone

it is the author comparing
imiles in the poem Flt?



happening in lines 5-8

is, the

fire" describe what this poem is about?



it
than flint.
a flint that is in the mud is useful

Terms of Use



How Can I Use This Resource?

Thank you for trusting MagiCore. Our mission is to create resources that support teachers and promote student success. Please note that this resource is licensed for use by a single teacher in a classroom setting. If you need to use this resource with more than one teacher and/or across multiple classrooms, additional licenses are available at a discount. You can purchase additional licenses by visiting your TPT "Purchases" page and then selecting "Download Additional Licenses" or by contacting me at julie@magicorelearning.com.



Good to Go



Not O.K.

- Use this resource personally or with your own children.
 - Use this resource in your own classroom with your students.
 - Provide this resource to your students to use at your instruction.
 - Print and/or copy for use in your own classroom.
 - Provide printed pages to a substitute teacher with the sole purpose of instructing your students.
 - Share with your students via a secure document portal or electronic learning platform that requires individual user verification and limits access to only the students in your own classroom (e.g. Google Classroom).
 - Review this resource with others with the sole purpose of recommending it to others for purchase, provided you share one of the links below:
- Share with others to use personally.
 - Share with others to use in another classroom.
 - Print or copy any page(s) and distribute them to other teachers or other classrooms.
 - Publish or host online in a manner where any of the material is accessible to anyone who is not a student in your own classroom, including but not limited to personal, classroom, or district websites that are accessible to the general public.
 - Use this resource commercially (e.g. Outschool).
 - Publish, sell, or otherwise distribute this product to anyone in manner inconsistent with these terms of use.

<https://magicorelearning.com/>

<https://www.teacherspayteachers.com/Store/Magicore>

© Copyright 2019, 2021. All rights reserved. The unlicensed reproduction or distribution of this product is strictly prohibited. Permission is granted to the original purchaser or licensee to make copies to use with students and/or to assign to students digitally providing it is only available to students assigned directly to the purchaser. Placing this product in any manner that makes it accessible to the general public is strictly forbidden. Commercial use, including but not limited to online or in person classes, is prohibited. Contact julie@magicorelearning.com for commercial licensing information. Sharing without permission or hosting online in a public manner is a violation of the Digital Millennium Copyright Act (DMCA). These terms may be updated at any time. You can see the most up to date Terms of Use at

<https://magicorelearning.com/terms-of-use>.

Let's Connect!

www.magicorelearning.com



<https://www.teacherspayteachers.com/Store/Magicore>



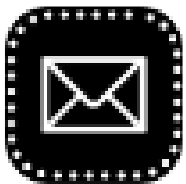
<https://www.facebook.com/MagiCoreLearning/>



<https://www.instagram.com/commoncorekingdom>



<https://www.pinterest.com/cckindom/pins/>



Julie@commoncorekingdom.com

Looking for more?



CREDITS

<https://www.teacherspayteachers.com/Store/Artifex>

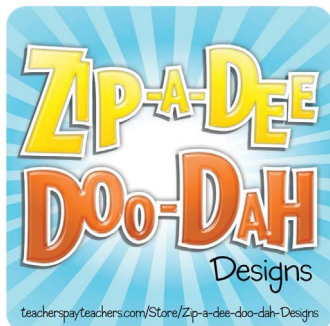
<http://melonheadzillustrating.blogspot.com/>

<http://creeksideteachertales.blogspot.com>

<http://teacherspayteachers.com/store/digital-swirl-creations>

www.amazingclassroom.com

<https://www.teacherspayteachers.com/Store/Kpm-Doodles>



<http://www.teacherspayteachers.com/Store/Zip-a-dee-doo-dah-Designs>

