

# What's included?

ALLITERATION  
PERSONIFICATION  
METAPHORS  
SIMILES

- ✓ Anchor chart with explanations
- ✓ Examples that show the effect
- ✓ 2x review pages for each language device

**Figurative Language** Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Similes Review

**ROUND FOUR**

The sentence below contains a simile, but isn't effective. Improve it.

read it → rewrite it →

The car was as fast as a fast car.

What two things did you compare? Why is your new comparison more effective?

**ROUND FIVE**

Write an original metaphor for the following prompts.

SOMETHING EXTREMELY LOUD      SOMETHING VERY SLOW      SOMETHING MYSTERIOUS

**Figurative Language** Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Alliteration Review

**ROUND ONE**

Tick the box to show if the sentence contains alliteration, or not.

| Sentence                                   | Alliteration | No alliteration |
|--------------------------------------------|--------------|-----------------|
| Silver stars shimmered above the campsite. |              |                 |
| The moon shone brightly above us.          |              |                 |
| The cat sat quietly on the mat.            |              |                 |
| Raging rivers raced around the rocks.      |              |                 |

**ROUND TWO**

Decode the sentences to recognize and analyze the alliteration.

Pierce flames flickered through the forest.

What beginning sound is repeated? What words create the alliteration?

What image does the description create?

**ROUND THREE**

Compare the sentences and identify the effect of alliteration.

The waves moved toward the rocks. Wild waves whipped the west.

What beginning sound? Which words? What do you notice? How does the alliteration affect the meaning?

**The Wordsmith Cat**



# What's included?

Anchor  
chart

**Figurative Language** Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Anchor Chart

figurative language is ... .. language devices that use words in imaginative ways to communicate more than their literal meaning.

| Similes                                         |                                           | ask YOURSELF                                            |
|-------------------------------------------------|-------------------------------------------|---------------------------------------------------------|
| What does it do?                                | Example                                   | What is being compared, and what quality do they share? |
| Compares two different things using like or as. | The lake glistened like a sheet of glass. |                                                         |

| Metaphors                                                 |                                        | ask YOURSELF                       |
|-----------------------------------------------------------|----------------------------------------|------------------------------------|
| What does it do?                                          | Example                                | What does this comparison suggest? |
| Makes a direct comparison by saying one thing is another. | The city was a maze of narrow streets. |                                    |

| Personification                                              |                                       | ask YOURSELF                                    |
|--------------------------------------------------------------|---------------------------------------|-------------------------------------------------|
| What does it do?                                             | Example                               | Why has the writer given it this human quality? |
| Gives a non-human thing a human action, feeling, or quality. | The wind whispered through the trees. |                                                 |

| Alliteration                              |                                         | ask YOURSELF                                                |
|-------------------------------------------|-----------------------------------------|-------------------------------------------------------------|
| What does it do?                          | Example                                 | How do the sound and word choices contribute to the effect? |
| Repeats beginning sounds in nearby words. | Wild waves whipped the weathered rocks. |                                                             |

Examples

**Figurative Language** Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Examples

### Similes

The clouds were like heavy grey blankets.

| Comparison        | Shared Quality         | Effect                                                    |
|-------------------|------------------------|-----------------------------------------------------------|
| clouds ↔ blankets | heavy, covering, thick | helps the reader imagine a dark, overcast sky with clouds |

### Metaphors

The classroom was a zoo.

| Comparison      | Shared Quality       | Effect                                                  |
|-----------------|----------------------|---------------------------------------------------------|
| classroom ↔ zoo | noisy, busy, chaotic | suggests the classroom feels uncontrolled and energetic |

### Personification

The flames danced across the logs.

| Non-human thing | Human Action | Effect                                                               |
|-----------------|--------------|----------------------------------------------------------------------|
| flames          | danced       | helps the reader imagine the flames moving quickly and energetically |

### Alliteration

Soft snow settled silently.

| Repeated Sound | Important Words                  | Effect                                                             |
|----------------|----------------------------------|--------------------------------------------------------------------|
| /s/            | soft • snow • settled • silently | create a quiet, peaceful description through sounds and vocabulary |

Page 1  
review

**Figurative Language** Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Similes Review

### ROUND ONE

Underline the simile in each sentence.

Sentence

The snow covered the ground like a thick white blanket.

The trees in the forest are as tall as giants.

The old gate creaked like a rusty hinge.

The traffic jam made the cars move as slowly as snails.

### ROUND TWO

Decode the sentences to analyze the simile.

The crowd surged forward like a rushing river.

| What two things are being compared? | What quality do they share? |
|-------------------------------------|-----------------------------|
|                                     |                             |

What does it suggest about the crowd?

### ROUND THREE

Compare the sentences and the effect of personification.

The boy was as nervous as a rabbit caught in a spotlight.

| What word is used to show a simile? | What does the comparison help the reader imagine? | How does the simile improve the description? |
|-------------------------------------|---------------------------------------------------|----------------------------------------------|
|                                     |                                                   |                                              |

Page 2  
review

**Figurative Language** Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Personification Review

### ROUND FOUR

The sentence below contains personification, but isn't effective. Improve it.

Read it

The storm smiled sweetly at the town.

Rewrite it

| What human action or quality did you choose? | Why is it more effective? |
|----------------------------------------------|---------------------------|
|                                              |                           |

### ROUND FIVE

Write an original metaphor for the following prompts.

| a scatic breeze | a roaring fire | a mysterious mood |
|-----------------|----------------|-------------------|
|                 |                |                   |



# Why you'll love it

- ✓ Simple review pages with examples
- ✓ Anchor chart that outlines each device
- ✓ Engaging activities to review skills
- ✓ Writing opportunities
- ✓ No preparation! Ready to print resource



# Ways to use this product.

- ✓ ELA lesson or center
- ✓ Test preparation
- ✓ Poetry unit
- ✓ Intervention or small group work
- ✓ Writing workshop
- ✓ Early finisher activity

**Figurative Language** Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Alliteration Review

**round one**

Tick the box to show if the sentence contains alliteration, or not.

| Sentence                                   | Alliteration             | No alliteration          |
|--------------------------------------------|--------------------------|--------------------------|
| Silver stars shimmered above the campsite. | <input type="checkbox"/> | <input type="checkbox"/> |
| The moon shone brightly above us.          | <input type="checkbox"/> | <input type="checkbox"/> |
| The cat sat quietly on the mat.            | <input type="checkbox"/> | <input type="checkbox"/> |
| Raging rivers raced around the rocks.      | <input type="checkbox"/> | <input type="checkbox"/> |

**round two**

Decode the sentences to recognize and analyze the alliteration.

Fierce flames flickered through the forest.

| What beginning sound is repeated? | What words create the alliteration? |
|-----------------------------------|-------------------------------------|
| <input type="text"/>              | <input type="text"/>                |

What image does the description create? →

**round three**

Compare the sentences and identify the effect of alliteration.

| The waves moved toward the rocks.                     | Wild waves whipped the weathered rocks. |
|-------------------------------------------------------|-----------------------------------------|
| What beginning sound is repeated?                     |                                         |
| Which words create the alliteration?                  |                                         |
| What do <b>wild</b> and <b>whipped</b> suggest?       |                                         |
| How does the alliteration strengthen the description? |                                         |



# Teach figurative language!

Help students understand language techniques.

Explore and read figurative language in context.

Demonstrate how language devices enhance writing.

**Figurative Language** Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Alliteration Review

**ROUND FOUR**

The sentence below contains alliteration, but isn't effective. Improve it.

read it →

rewrite it →

The storm served seven silly sandwiches.

Which \_\_\_\_\_

**ROUND FIVE**

Write purposefully

a peaceful forest →

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Figurative Language** Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Metaphors Review

**ROUND ONE**

Tick the box to show if the sentence is a metaphor, simile, or literal.

| Sentence                          | Metaphor | Simile | Literal |
|-----------------------------------|----------|--------|---------|
| The classroom was a furnace.      |          |        |         |
| The classroom was extremely hot.  |          |        |         |
| The classroom was like a furnace. |          |        |         |
| The classroom was a burning oven. |          |        |         |

**ROUND TWO**

Decode the sentences to analyze the metaphor.

His thoughts were a tangled maze.

| What two things are being compared? | What qualities connect them? |
|-------------------------------------|------------------------------|
|                                     |                              |

What does it suggest about his thoughts? →

\_\_\_\_\_

**ROUND THREE**

Compare the sentences and identify the effect of metaphors.

| Ava felt hopeful.                                      | Hope was a light glowing in the darkness. |
|--------------------------------------------------------|-------------------------------------------|
| What two things are compared in the metaphor?          |                                           |
| What could the darkness represent?                     |                                           |
| What does the light suggest about hope?                |                                           |
| Why might the metaphor be more powerful than a simile? |                                           |

