Print these **Lexia Skill Builders®** to use as pencil and paper practice activities that will reinforce and extend skills acquired online.

<table>
<thead>
<tr>
<th>PowerUp Level</th>
<th>Strand</th>
<th>Description</th>
<th># of pages</th>
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<tbody>
<tr>
<td>9</td>
<td>Comprehension</td>
<td>Figurative Language 1</td>
<td>5</td>
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<tr>
<td>12</td>
<td>Comprehension</td>
<td>Figurative Language 2</td>
<td>8</td>
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<td><strong>Total</strong></td>
<td></td>
<td><strong>13</strong></td>
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</tbody>
</table>
INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

**figurative language**
- words used creatively that don’t mean what they usually mean

**line**
- one row of words in a poem

**poem**
- text that often uses figurative language, rhythm, and rhyme

**poet**
- a person who writes poems

**stanza**
- a group of lines in a poem
**SKILL FOCUS**

**A. Read the terms in the box. Then, write each term next to its definition.**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>poem</td>
<td>one row of words in a poem</td>
</tr>
<tr>
<td>stanza</td>
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<td>line</td>
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</tr>
<tr>
<td>poet</td>
<td>a person who writes poems</td>
</tr>
</tbody>
</table>

**B. Use the clues to fill out the crossword puzzle with the vocabulary terms from Part A.**

**ACROSS**
1. A group of lines in a poem
2. An author of a poem
4. Words used creatively to make an image in the reader’s mind (HINT: two words)

**DOWN**
1. A row of words in a poem
2. Text that often uses figurative language, rhythm, and rhyme
3. A row of words in a poem
SKILL FOCUS

C. Read each sentence pair. Circle the one that uses figurative language.

1. The yard had a lot of weeds. The yard was a jungle of weeds.
2. The boat was a rocking chair. The boat moved up and down.
3. The classroom was noisy. The classroom was a circus.
4. I had a lot of homework. My homework was piled as high as a mountain.
5. Car horns honked like angry geese. Car horns were noisy.
6. I’m as tired as a broken-down car. I am very tired.

D. Select a word from the box to finish the sentences. Each one uses figurative language to help readers make pictures in their minds.

blanket   lion    mice    ball    bricks    gift

1. The boy was as hungry as a [lion]
2. The sun was a round, golden [ball] in the sky.
3. The snow covered the yard like a soft, white [blanket].
4. We tiptoed through the house like quiet [mice].
5. The box hit the floor like a ton of [bricks].
6. The breeze on the hot day was a [gift].
Read the poem and then complete the activities on the next page.

*Who Has Seen the Wind?*

*by Christina Rossetti (1830-1894)*

Who has seen the wind?

Neither I nor you:

But when the leaves hang trembling

The wind is passing through.

Who has seen the wind?

Neither you nor I:

But when the trees bow down their heads

The wind is passing by.
SKILL APPLICATION

A. The first 4 questions ask you to write directly on the text of the poem.

1. Circle the name of the poet.

2. Draw a box around each stanza.

3. Number the lines in the poem.

4. The author uses figurative language to describe how we know the wind is there. Underline the 2 lines in which the author is using figurative language. (HINT: Look for places where the author uses human qualities to describe the leaves and trees.)

5. Fill in the action words that the author uses in the poem to show that the wind is blowing:
   - Leaves hang ________________.
   - Trees ________________ down their heads.

B. Create your own figurative language to describe the movement of wind. For each one, write a sentence that makes a comparison using phrases from the chart below.

<table>
<thead>
<tr>
<th>Type of Wind</th>
<th>Compared to</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>noisy wind</td>
<td>howling wolves</td>
<td>The noisy wind sounded like a pack of howling wolves.</td>
</tr>
<tr>
<td>gentle breeze</td>
<td>soft silk</td>
<td></td>
</tr>
<tr>
<td>soft wind</td>
<td>whisper</td>
<td></td>
</tr>
<tr>
<td>icy blast of wind</td>
<td>hitting a brick wall</td>
<td></td>
</tr>
</tbody>
</table>

★ Work independently or with a partner to write 3 new sentences that use figurative language. You could think of comparisons to leaves (For example: The fall leaves were as orange as fire.), trees (For example: The thick trees lined the yard like a fence.), or a topic of your choice.
INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.

**simile**
- a comparison of two unlike things using *like* or *as*

**metaphor**
- a comparison of two unlike things *not* using *like* or *as*

**figurative language**
- words used creatively that don’t mean what they usually mean

**imagery**
- the use of words to create a picture in the reader’s mind

**informational text**
- writing that gives facts about a subject or topic
SKILL FOCUS

A. Read the terms below. Then, write each term next to its definition. You can review the Vocabulary Cards, if needed.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>figurative language</td>
<td>words used creatively that don’t mean what they usually mean</td>
</tr>
<tr>
<td>imagery</td>
<td>writing that gives facts about a subject or topic</td>
</tr>
<tr>
<td>metaphor</td>
<td>a comparison of two unlike things using like or as</td>
</tr>
<tr>
<td>simile</td>
<td>a comparison of two unlike things not using like or as</td>
</tr>
<tr>
<td>informational text</td>
<td>the use of words to create a picture in the reader’s mind</td>
</tr>
</tbody>
</table>

B. Read the statements below. Circle the ones that give reasons why authors might use figurative language. Hint: There are 3 correct answers.

- To help readers imagine what they are trying to say
- To make their writing more interesting
- To give evidence about an informational topic
- To increase the reader’s understanding of the text
SKILL FOCUS

C. The sentences in the first column give a *literal* meaning. They use words that mean exactly what they say. Draw a line to a sentence in the second column that uses *figurative language* to express the same idea.

The grass was wet with morning dew. — He raced like lightning across the room.

The cafeteria was noisy and crowded today. — Dew dripped like teardrops from each blade of grass.

Time goes by quickly when you're having fun! — Time flies when you're having fun!

He ran quickly across the room. — The cafeteria was a circus today.

D. Read each expression and decide if it is an example of a *simile* or a *metaphor*. Circle your answer and underline the simile or metaphor in the sentence. The first one is done for you.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Simile</th>
<th>Metaphor</th>
</tr>
</thead>
<tbody>
<tr>
<td>The hockey player skated over ice as smooth as glass.</td>
<td>simile</td>
<td>metaphor</td>
</tr>
<tr>
<td>The clouds were as puffy as big, comfortable pillows.</td>
<td>simile</td>
<td>metaphor</td>
</tr>
<tr>
<td>The pepper was fire in my mouth.</td>
<td>simile</td>
<td>metaphor</td>
</tr>
<tr>
<td>The fog hung like a thick blanket over the town.</td>
<td>simile</td>
<td>metaphor</td>
</tr>
<tr>
<td>I shrunk away ashamed. His stare was ice.</td>
<td>simile</td>
<td>metaphor</td>
</tr>
<tr>
<td>His footsteps pounded the pavement like a stampeding elephant.</td>
<td>simile</td>
<td>metaphor</td>
</tr>
</tbody>
</table>
E. Use the word banks to complete the similes and metaphors below.

Set 1: Similes with **as**

<table>
<thead>
<tr>
<th>mouse</th>
<th>cherry pie</th>
<th>tightrope walker</th>
<th>rock</th>
</tr>
</thead>
</table>

1. As careful as a ____________________________
2. As quiet as a ____________________________
3. As sweet as ____________________________
4. As solid as a ____________________________

Set 2: Similes with **like**

<table>
<thead>
<tr>
<th>squirrels gathering acorns</th>
<th>fish</th>
<th>volcano</th>
<th>bird</th>
</tr>
</thead>
</table>

1. She just picks at her food and leaves most of it on the plate. She eats like a ____________________________.
2. He stayed in the pool all day. He swam like a ____________________________!
3. When Dad saw the mess, he was ready to explode like a ____________________________!
4. They rushed around gathering up the supplies for the party like ____________________________.

Set 3: Metaphors

<table>
<thead>
<tr>
<th>dancers</th>
<th>refrigerator</th>
<th>pillows</th>
<th>night owl</th>
</tr>
</thead>
</table>

1. We needed to keep our coats on inside when the heater broke. The house was a ____________________________.
2. Brad stayed up late into the night to finish his project, but he didn’t mind. He is a ____________________________
3. The snowflakes twirled and floated in the gentle breeze. They were graceful ____________________________ in the air.
4. The puffy, white clouds were ____________________________ in the sky.
A. Read *What Is Brazil’s Carnival?*, a text from an internet search. Then, answer the questions below.

**WHAT IS BRAZIL’S CARNIVAL?**

The Festival of Carnival in Brazil is a popular outdoor celebration with parades, dancing, and singing that occurs before the Christian period of Lent each year. At a Carnival celebration, you will see many people dressed in fancy costumes with feathers, shiny sequins, and bright colors. People travel from all over the world to take part in the Carnival in the Brazilian city of Rio de Janeiro. People celebrate in the street with parades, music, food, dancing, and singing. Samba is very popular during Carnival. It is a type of Brazilian music and dance style. Many people participate in samba competitions in groups called samba schools. The competitions are so big in Rio that there is a whole stadium dedicated to them called the Sambadrome! Each year, more than 2 million people celebrate in the streets of Rio.

1. **Circle the correct answer:** This is an example of (narrative / informational) text.

2. The author’s purpose in writing this text is to ____________________________

3. **Find 3 interesting facts about Brazil’s Carnival from the text. List them below.**
   * ____________________________________________________________________
   * ____________________________________________________________________
   * ____________________________________________________________________
Welcome to Rio de Janeiro, Brazil!

Welcome to our annual festival of Carnival! King Momo is already wearing his costume and crown that glitters as brightly as the sun. He has been handed the key to the city. He will lead five days of parades, music, dance, and joy! Come dance with us and share in the fun! Samba is a type of dance that Brazil has given to the world. When you dance in Rio, you are a gem in the crown of our beautiful city. Our city streets are rivers of exciting sights, sounds, and movement. Each samba school brings together several thousand musicians and dancers. They parade in costumes as colorful as rainbows. Feather headdresses rest upon painted faces and sequins glitter like hundreds of tiny stars. Decorated floats inspire awe. Onlookers crowd the streets like schools of fish and move to the loud, lively beats. The main avenue is an exploding volcano of color and noise!

But the parading samba schools are not the only attraction. Traveling musicians and dancers join together in street parties called blocos. We Brazilians are as warm as the sun and as welcoming as a wide smile. We share our joy of life during Carnival. Come enjoy the biggest party in the world!
SKILL APPLICATION

C. Complete the activities below.

1. Circle the 6 similes and underline the 3 metaphors in Carnival!

2. Complete the following sentences that show how the author uses figurative language to create imagery and engage the reader. The first one has been done for you.

   A. The dancer is compared to a gem in the crown of the city.

   B. ______________________________ are compared to colorful rainbows.

   C. Glittering sequins are compared to ______________________________.

   D. The ______________________________ is compared to an exploding volcano.

   E. Onlookers that crowd the street are compared to ______________________________.

   F. The welcoming nature of the Brazilians is compared to ______________________________.

3. How did the author make Carnival sound like an exciting event to attend? Explain.

   ______________________________

   ______________________________

   ______________________________

   ______________________________
SKILL APPLICATION

D. Think about the way the authors use language in each of the texts to answer the following questions.

1. Which text uses imagery to create a picture in the reader’s mind?

   What Is Brazil’s Carnival?    Carnival!

2. Which text would be best to convince someone to travel to Brazil for Carnival? Give at least 2 reasons in your answer.

   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________

★ Work with a partner to rewrite 3 similes and 2 metaphors from Carnival! to create new imagery for the reader. For example, “...crown that glitters as brightly as the sun” could be changed to “...crown that sparkles like a diamond.”