

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

## Figurative Language Worksheet 9

**Directions:** Read the lines of poetry. Slashes represent line breaks. Figure out which technique is being used: simile, metaphor, hyperbole, or personification. In the boxes, explain how you figured out your answer. It is possible that more than one technique is being used. If you can, explain each.

1. He felt a graveyard wind go by  
Cold, cold as was his enemy.

Which technique is used? \_\_\_\_\_

*Simile, Metaphor, Personification, or Hyperbole*

How do you figure?

*(write a sentence explaining your answer)*

2. The morning wind arose  
And called across the world for day.

Which technique is used? \_\_\_\_\_

*Simile, Metaphor, Personification, or Hyperbole*

How do you figure?

*(write a sentence explaining your answer)*

3. She is dead and no longer able to  
Drink the wine of human love;

Which technique is used? \_\_\_\_\_

*Simile, Metaphor, Personification, or Hyperbole*

How do you figure?

*(write a sentence explaining your answer)*

4. The storm shook the land with endless thunder.

Which technique is used? \_\_\_\_\_

*Simile, Metaphor, Personification, or Hyperbole*

How do you figure?

*(write a sentence explaining your answer)*

5. The pale moon like a petal  
Floats in the dusk of Spring.

Which technique is used? \_\_\_\_\_

*Simile, Metaphor, Personification, or Hyperbole*

How do you figure?

*(write a sentence explaining your answer)*

# 9th Grade Lesson Figurative Language

**Thirumalaisamy P.  
Velavancorresponding**



## 9th Grade Lesson Figurative Language:

**The Instructional Leader's Guide to Informal Classroom Observations** Sally J. Zepeda, 2014-01-09 First published in 2008 Routledge is an imprint of Taylor Francis an informa company *Teaching Vocabulary in All Classrooms* Camille L. Z. Blachowicz, Peter Fisher, 2002 Updated with new strategies ideas and websites this research based book features a wealth of ideas for developing vocabulary in all content areas Many of the techniques explored in this book have the broader goal of enhancing the acquisition of content knowledge The authors do an exceptional job of combining a strong research base with field tested strategies for developing vocabulary in any K 12 classroom Chapter topics include learning vocabulary from context integrating vocabulary and reading strategy instruction learning vocabulary in literature based reading instruction learning vocabulary in the content areas using dictionaries and other references assessing vocabulary knowledge vocabulary instruction for learners with special needs vocabulary and spelling instruction using structural analysis and wordplay in the classroom For elementary school teachers of reading language arts social studies science and remedial education

*Teaching Literature to Adolescents* Richard Beach, Deborah Appleman, Bob Fecho, Rob Simon, 2016-03-10 This popular textbook introduces prospective and practicing English teachers to current methods of teaching literature in middle and high school classrooms It underscores the value of providing students with a range of different critical approaches and tools for interpreting texts and the need to organize literature instruction around topics and issues of interest to them Throughout the textbook readers are encouraged to raise and explore inquiry based questions in response to authentic dilemmas and issues they face in the critical literature classroom New in this edition the text shows how these approaches to fostering responses to literature also work as rich tools to address the Common Core English Language Arts Standards Each chapter is organized around specific questions that English educators often hear in working with pre service teachers Suggested pedagogical methods are modelled by inviting readers to interact with the book through critical inquiry methods for responding to texts Readers are engaged in considering authentic dilemmas and issues facing literature teachers through inquiry based responses to authentic case narratives A Companion Website <http://teachingliterature.pbworks.com> provides resources and enrichment activities inviting teachers to consider important issues in the context of their current or future classrooms

*Crossing Boundaries—Teaching and Learning with Urban Youth* Valerie Kinloch, 2015-04-24 This is a book of stories told by adolescents and adults about teaching and learning Puzzlement wonder curiosity disruption and distress mark the emotions of all the storytellers here From the Foreword by Shirley Brice Heath Stanford University Crossing Boundaries is a must read for anyone interested in improving the academic achievements and enhancing the literacy practices of marginalized students Beverly Moss The Ohio State University This book will shake the common and reshape the knowledge we have about the passion and potential of students in urban schools JoBeth Allen University of Georgia In her new book Valerie Kinloch award winning author of *Harlem on Our Minds* sheds light on the ways urban youth engage in meaning

making experiences as a way to assert critical creative and highly sophisticated perspectives on teaching learning and survival Kinloch rejects deficit models that have traditionally defined the literacy abilities of students of color especially African American and Latino youth In contrast she crosses boundaries to listen to the voices of students attending high school in New York City's Harlem community In *Crossing Boundaries* Kinloch uses a critical teacher researcher lens to propose new directions for youth literacies and achievements The text features examples of classroom engagements student writings and presentations discussions of texts and current events and conversations on skills process achievement and underachievement Valerie Kinloch is associate professor in literacy studies in the School of Teaching and Learning at The Ohio State University Her other books are *Harlem on Our Minds Place Race and the Literacies of Urban Youth* and *Urban Literacies Critical Perspectives on Language Learning and Community* All royalties go to the Cultivating New Voices Among Scholars of Color grant and mentoring program sponsored through the National Council of Teachers of English **A**

**Curriculum for English**, 1963 **Resources in Education**, 1975 **99 Ideas and Activities for Teaching English Learners with the SIOP Model** MaryEllen Vogt, Jana Echevarría, 2008 This text is an ideal companion to *Making Content Comprehensible for English Learners The SIOP Model* The 99 ideas and activities include a few familiar techniques that have been shown to be especially effective for ELLs as well as many new ideas to SIOP teachers **Linguistics and Language Behavior Abstracts**, 1996 **Second Language Instruction/acquisition Abstracts**, 1996 **A Manual Containing the Graded Course of Study for the Elementary Schools Including Grades 1-6 and for the Junior High Schools Including 7th, 8th and 9th Grades, State of West Virginia. Edition of 1918. Prepared by the State Board of Education and Issued by the Department of Free Schools, M. P. Shawkey, State Superintendent. ...** West Virginia. State Board of Education, 1918 Comprehensive Dissertation Index, 1861-1972: Education Xerox University Microfilms, 1973 **Resources in Education**, 1993 El-Hi Textbooks in Print, 1981 Journal New South Wales. Parliament. Legislative Council, 1883 **Teaching English** John Smith Lewis, Jean C. Sisk, 1963 **Research Studies in Education**, 1971 **Friends' Intelligencer and Journal**, 1889 **Fare for the Reluctant Reader** Bernice C. Bush, Anita Elizabeth Dunn, 1964 Educators Guide to Media & Methods, 1968 **Intelligence**, 1901

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