

Figurative Language Bingo

In each box below identify the literary term that best fits the example.

Use the words in the bank as your examples

<p>LIKE BURNT-OUT TORCHES BY A SICK MAN'S BED</p> <p>-----</p>	<p>THERE'S A FAUCET IN THE BASEMENT / THAT HAD DRIPPED ONE DROP ALL YEAR SINCE HE FIXED IT, WE CAN'T FIND IT / WITHOUT WEARING SCUBA GEAR.</p> <p>-----</p>	<p>WHEN THE STARS THREW DOWN THEIR SPEARS, / AND WATER'D HEAVEN WITH THEIR TEARS,</p> <p>-----</p>	<p>THE MOON WAS A GHOSTLY GALLEON TOSSED UPON CLOUDY SEAS, THE ROAD WAS A RIBBON OF MOONLIGHT OVER THE PURPLE MOOR,</p> <p>-----</p>
<p>THE SCORE STOOD FOUR TO TWO, WITH BUT ONE INNING MORE TO PLAY. AND THEN WHEN COONEY DIED AT FIRST, AND BARROWS DID THE SAME,</p> <p>-----</p>	<p>THE SUN WAS SHINING ON THE SEA, / SHINING WITH ALL HIS MIGHT:</p> <p>-----</p>	<p>THE LEAVES ARE LITTLE YELLOW FISH / SWIMMING IN THE RIVER.</p> <p>-----</p>	<p>THE OLD CLOCK DOWN IN THE PARLOR / LIKE A SLEEPLESS MOURNER GRIEVES,</p> <p>-----</p>
<p>BY THE LAKES THAT THUS OUTSPREAD / THEIR LONE WATERS, LONE AND DEAD / THEIR SAD WATERS, SAD AND CHILLY</p> <p>-----</p>	<p>FAME IS A BEE. / IT HAS A SONG -- / IT HAS A STING ---</p> <p>-----</p>	<p>DEEP INTO THAT DARKNESS PEERING, LONG I STOOD THERE WONDERING, FEARING, DOUBTING, DREAMING DREAMS NO MORTAL EVER DARED TO DREAM BEFORE.</p> <p>-----</p>	<p>O BRAWLING LOVE! O LOVING HATE! O ANYTHING, OF NOTHING FIRST CREATE! O HEAVY LIGHTNESS! SERIOUS VANITY!</p> <p>-----</p>
<p>"IT WENT ZIP WHEN IT MOVED AND BOP WHEN IT STOPPED, AND WHIRR WHEN IT STOOD STILL.</p> <p>-----</p>	<p>I CAN RESIST ANYTHING BUT TEMPTATION</p> <p>-----</p>	<p>"LEARN'ED FAUSTUS, TO FIND THE SECRETS OF ASTRONOMY GRAVEN IN THE BOOK OF JOVE'S HIGH FIRMAMENT, DID MOUNT HIM UP TO SCALE OLYMPUS' TOP</p> <p>-----</p>	<p>O, SHE DOTH TEACH THE TORCHES TO BURN BRIGHT! IT SEEMS SHE HANGS UPON THE CHEEK OF NIGHT LIKE A RICH JEWEL IN AN ETHIOPE'S EAR;</p> <p>-----</p>

🐜 Simile
🐜 Metaphor
🐜 Personification
🐜 Hyperbole
🐜 Oxymoron

🐜 Alliteration
🐜 Imagery
🐜 Onomatopoeia
🐜 Allusion
🐜 Irony

Poetry Annotations

Annotate the poem for as many poetic devices & figurative language as you can find

In between the coats in the closet
She held on to that heart-shaped locket
Staring at a family, flawless
But it ain't a pretty picture tonight

Mom and daddy just won't stop it
Fighting at the drop of a faucet
Cuts through the walls, catastrophic
She's caught in the crossfire

Puts her hands over her ears
Starts talking through the tears
And she's saying, and she's praying

I wish words were like little toy guns
No sting, no hurting no one
Just a bang, bang rolling off your tongue
(I wish words were like little toy guns)
Yeah, no smoke, no bullets
No kick from the trigger when you pull it
No pain, no damage done
(I wish words were like little toy guns)
And just a bang, bang rolling off your tongue
(I wish words were like little toy guns)

Wish there was a white flag waving
Or that they were both just faking
And it was just a game they were playing
Like shoot-'em-up cowboys

Leave the plastic pistols in the front yard
Throw away the scorecard
And just turn off all the noise

I wish words were like little toy guns
No sting, no hurting no one

Just a bang, bang rolling off your tongue
(I wish words were like little toy guns)
Yeah, no smoke, no bullets

No kick from the trigger when you pull it
No pain, no damage done
(I wish words like were little toy guns)

And just a bang, bang rolling off your tongue
(I wish words were like little toy guns)

Toy guns

Oh, I wish they didn't cut like a knife
I wish they didn't break you inside
I wish they didn't bang, bang
Make you wanna run...

Yeah, like little toy guns
No sting, no hurting no one
Just a bang, bang rolling off your tongue
(I wish words were like little toy guns)
Yeah, no smoke, no bullets
No shot from the trigger when you pull it
No pain, no damage done
(I wish words were like little toy guns)
And just a bang, bang rolling off your tongue
(I wish words were like little toy guns)

Toy guns

Oh, like little toy guns

Author's Purpose

Read the description of each item and determine if the author's main purpose is to entertain, persuade, or inform

1. A story about a family trying to stick together and survive through the Great Depression in the Midwest in the 1930s

Persuade

Inform

Entertain

2. A section in a history book describing the conditions and causes of the Great Depression in the Midwest in the 1930s

Persuade

Inform

Entertain

3. An instructional booklet describing how to operate a smart phone

Persuade

Inform

Entertain

4. An article where the author argues that an iPhone is better than an Android phone

Persuade

Inform

Entertain

5. A poem about why the iPhone is the greatest consumer electronic device ever made

Persuade

Inform

Entertain

Author's Purpose

Read the description of each item and determine if the author's main purpose is to entertain, persuade, or inform

6. The story of a young athlete who takes steroids and his life and future fall apart

Persuade

Inform

Entertain

7. A medical report describing the effects of steroids on the human body

Persuade

Inform

Entertain

8. A speech written by a professional athlete listing the negative effects of steroids and urging young athletes to not use steroids

Persuade

Inform

Entertain

9. A booklet containing the school rules and the consequences for violating those rules

Persuade

Inform

Entertain

10. A story written about a young boy who moves to a new school and is bullied, but he gains self-confidence by joining a sports team and learns to stand up for himself.

Persuade

Inform

Entertain

Main Idea and Summary Practice

Directions: Read each passage and...

1. Create a title for the passage related to the main idea.
2. Accurately summarize the text.
3. Your summary must describe all key ideas from the text.
4. Do **not** include opinions or personal info in your summary.
5. Highlight or underline key ideas in each passage.

Picture this: a herd of elephants flies past you at sixty miles per

hour, followed by a streak of tigers, a pride of lions, and a bunch of clowns. What do you see? It must be a circus train! One of the first uses of the circus train is credited to W.C. Coup. He partnered with P.T. Barnum in 1871 to expand the reach of their newly combined shows using locomotives. Before circus trains, these operators had to lug around all of their animals, performers, and equipment with a team of more than 600 horses. Since there were no highways, these voyages were rough and took a long time. Circuses would stop at many small towns between the large venues. Performing at many of these small towns was not very profitable. Because of these limitations, circuses could not grow as large as the imaginations of the operators. After they began using circus trains, Barnum and Coup only brought their show to large cities. These performances were much more profitable and the profits went toward creating an even bigger and better circus. Multiple rings were added and the show went on. Today, Ringling Bros. and Barnum and Bailey Circus still rely on the circus train to transport their astounding show, but now they use two.

1. Main idea related title for the passage:

2. Summarize the passage in your own words: _____

How do you say “Holy cow” in French? The fastest thing in France may just be the fastest ground transportation in the world. The TGV (*Train à Grande Vitesse*: French for very high speed) is France’s national high speed rail service. On April 3rd, 2007, a TGV test train set a record for the fastest wheeled train, reaching 357.2 miles per hour. In mid 2011, TGV trains operated at the highest speed in passenger train service in the world, regularly reaching 200 miles per hour. But what you may find most shocking is that TGV trains run on electric power not petrol. Now if you’ll excuse me; I have a record to catch.

3. Main idea related title for the passage:

4. Summarize the passage in your own words: _____

Giddy-up, cowboys and girls! In the Southwest during early half of the 1800s, cows were only worth 2 or 3 dollars a piece. They roamed wild, grazed off of the open range, and were abundant. Midway through the century though, railroads were built and the nation was connected. People could suddenly ship cows in freight trains to the Northeast, where the Yankees had a growing taste for beef. Out of the blue, the same cows that were once worth a couple of bucks were now worth between twenty and forty dollars each, if you could get them to the train station. It became pretty lucrative to wrangle up a drove of cattle and herd them to the nearest train town, but it was at least as dangerous as it was profitable. Cowboys were threatened at every turn. They faced cattle rustlers, stampedes and extreme weather, but kept pushing those steers to the train station. By the turn of the century, barbed wire killed the open range and some may say the cowboy too, but it was the train that birthed him.

5. Main idea related title for the passage:

6. Summarize the passage in your own words: _____

Electric trolley cars or trams were once the chief mode of public transportation in the United States. Though they required tracks and electric cables to run, these trolley cars were clean and comfortable. In 1922, auto manufacturer General Motors created a special unit to replace electric trolleys with cars, trucks, and buses. Over the next decade, this group successfully lobbied for laws and regulations that made operating trams more difficult and less profitable. In 1936 General Motors created several front companies for the purpose of purchasing and dismantling the trolley car system. They received substantial investments from Firestone Tire, Standard Oil of California, Phillips Petroleum, and other parties invested in the automotive industry. Some people suspect that these parties wanted to replace trolley cars with buses to make public transportation less desirable, which would then increase automobile sales. The decline of the tram system in North America could be attributed to many things—labor strikes, the Great Depression, regulations that were unfavorable to operators—but perhaps the primary cause was having a group of powerful men from rival sectors of the auto industry working together to ensure its destruction. Fill it up, please.

7. Main idea related title for the passage:

8. Summarize the passage in your own words: _____

SEQUENCE

READ EACH PASSAGE. IDENTIFY THE STRUCTURE.

WRITE THE PASSAGE * IN THE GRAPHIC ORGANIZER

Chronological: -----	Compare & Contrast: -----	Sequence: -----
Cause & Effect: -----	Problem & Solution: -----	Chronological: -----

Passage #1 – Chemical and Physical Changes

All matter, all things can be changed in two ways: chemically and physically. Both chemical and physical changes affect the state of matter. Physical changes are those that do not change the make-up or identity of the matter. For example, clay will bend or flatten if squeezed, but it will still be clay. Changing the shape of clay is a physical change, and does not change the matter's identity. Chemical changes turn the matter into a new kind of matter with different properties. For example, when paper is burnt, it becomes ash and will never be paper again. The difference between them is that physical changes are temporary or only last for a little while, and chemical changes are permanent, which means they last forever. Physical and chemical changes both affect the state of matter.

Passage #2 – The Best PB & J Ever

When I got home from school after a long boring day, I took out the peanut butter, jelly, and bread. After taking the lid off of the jars, I spread the peanut butter on one side of the bread and the jelly on the other, and then I put the two pieces of bread together. After that, I enjoyed it while watching "Cops" on the TV. I swear, that was the best peanut butter and jelly sandwich I ever ate.

Passage #3 – Bobby Fischer

Robert James Fischer was born in Chicago but unlocked the secrets of chess in a Brooklyn apartment right above a candy store. At the age of six he taught himself to play by following the instruction booklet that came with his chess board. After spending much of his childhood in chess clubs, Fischer said that, "One day, I just got good." That may be a bit of an understatement. At the age of 13 he won the U.S. Junior Chess Championship, becoming the youngest Junior Champion ever. At the age of 14 he won the U.S. Championship and became the youngest U.S. Champion in history. Fischer would go on to become the World Champion of chess, but he would also grow to become his own worst enemy. Instead of defending the title, he forfeited it to the next challenger without even making a move, and the rise of a chess superstar ended with a fizzle.

Passage #4 – Save the Tigers

Dr. Miller doesn't want the tigers to vanish. These majestic beasts are disappearing at an alarming rate. Dr. Miller thinks that we should write to our congress people. If we let them know that we demand the preservation of this species, maybe we can make a difference. Dr. Miller also thinks that we should donate to Save the Tigers. Our donations will help to support and empower those who are fighting the hardest to preserve the tigers. We owe it to our grandchildren to do something.

Passage #5 – The Great Recession

Many people are confused about why our economy went to shambles in 2008. The crisis was actually the result of a combination of many complex factors. First, easy credit conditions allowed people who were high-risk or unworthy of credit to borrow, and even people who had no income were eligible for large loans. Second, banks would bundle these toxic loans and sell them as packages on the financial market. Third, large insurance firms backed these packages, misrepresenting these high-risk loans as safe investments. Fourth, because of the ease of acquiring credit and the rapid growth in the housing market, people were buying two or three houses, intending to sell them for more than they paid. All of these factors created bubbles of speculation. These bubbles burst, sending the whole market into a downward spiral, causing employers to lose capital and lay off employees. Consumer spending then plummeted and most businesses suffered. The economy is like a big boat, and once it gets moving quickly in the wrong direction, it's hard to turn it around.

Passage #6 – Screen Protector

Before applying the screen protector, clean the surface of your phone's screen with a soft cloth. Once the surface of your screen is clean, remove the paper backing on the screen protector. Evenly apply the sticky side of the screen protector to your phone's screen. Smooth out any air bubble trapped on between the protector and the phone screen. Enjoy the added protection.

Context Clues

Use context clues to define each underlined word

1. **Universal:** Jim wanted to ask Janet to the dance, but he felt it a universally acknowledged truth that popular girls like her didn't go with unpopular guys like him.

Definition: _____

Highlight the words in the sentence that lead you to this definition.

2. **Extraordinary:** Kevin may know how to layup a basketball, but my jump shot is extraordinary.

Definition: _____

Highlight the words in the sentence that lead you to this definition.

3. **Establish:** Even though peace between the two formerly warring nations had been established for years now, the soldier still woke cold from dreams of battle.

Definition: _____

Highlight the words in the sentence that lead you to this definition.

4. **Scrupulous:** I wanted to just set the table and be done with it, but my mother scrupulously arranged each napkin, dish, and utensil until they were in perfect alignment.

Definition: _____

Highlight the words in the sentence that lead you to this definition.

5. **Consent:** Jake asked his mother for permission to go to his friend Rodney's dance party, stating that his grades had improved, and he was quite pleased when she consented.

Definition: _____

Highlight the words in the sentence that lead you to this definition.

6. **Vexed:** When Jose found out that his little brother Emilio carelessly broke Jose's Xbox disc tray, Jose was vexed and sure let Emilio know it.

Definition: _____

Highlight the words in the sentence that lead you to this definition.

Context Clues

Use context clues to define each underlined word

7. **Tact:** Jane could have easily offended Bertha when she informed her that the dress did not fit her well, but Jane used tact and consideration when choosing her words, so Bertha understood without being hurt.

Definition: _____

Highlight the words in the sentence that lead you to this definition.

8. **Emphatic:** Her parents really wanted her to attend the local university, but Shaniqua argued her case so emphatically and with such great passion, that her parents gave Shaniqua their consent

Definition: _____

Highlight the words in the sentence that lead you to this definition.

9. **Amends:** After Brian broke Darcy's heart this last time, he will have to make some serious amends if he ever wants to win her back.

Definition: _____

Highlight the words in the sentence that lead you to this definition.

10. **Conjecture:** Stanley tried to determine the meaning of the vocabulary word, but there were so few clues in the sentence all he could do was hopelessly conjecture as to what the word might mean.

Definition: _____

Highlight the words in the sentence that lead you to this definition.

11. **Ascertain:** The clues in the sentence were so helpful, Stanley was able to ascertain the meaning of the word beyond a shadow of a doubt.

Definition: _____

Highlight the words in the sentence that lead you to this definition.

12. **Defer:** Kyle really wanted to play basketball, but since it overlapped with the volleyball season (and since Carrie played volleyball), he would just have to defer his hoop-dreams until next year, when his relationship with her would be secure.

Definition: _____

Highlight the words in the sentence that lead you to this definition.

Inferences Practice

Directions: Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. **Explain your answer by referencing the text.**

Every day after work Paul took his muddy boots off on the steps of the front porch. Alice would have a fit if the boots made it so far as the welcome mat. He then took off his dusty overalls and threw them into a plastic garbage bag; Alice left a new garbage bag tied to the porch railing for him every morning. On his way in the house, he dropped the garbage bag off at the washing machine and went straight up the stairs to the shower as he was instructed. He would eat dinner with her after he was “presentable,” as Alice had often said.

1. What type of job does Paul work? _____

How do you know this?

2. Describe Alice: _____

What in the text supports your description?

3. What relationship do Paul and Alice have? _____

Why do you feel this way?

Crack! Thunder struck and rain poured. Max stared blankly out the window, trying to contain his emotions that raged like the weather. He was beginning to lose it. Dropping the kite from his hand, Max broke out into full sob. His mother comforted him, “There, there, Max. We’ll just find something else to do.” She began to unpack the picnic basket that was on the counter and offered him a sandwich. Max snapped, “I don’t wanna sand-mich!” A flash from the sky lit up the living room. *Boom!* Mom sighed.

4. Why is Max upset? _____

How do you know this?

5. What was Mom planning on doing today? _____

What in the text supports your description?

Inferences Practice

“Tommy!” Mom called out as she walked in the front door. “Tommy,” she continued shouting, “I sure could use some help with these groceries. There was still no reply. Mom walked into the kitchen to put the grocery bags down on the counter when she noticed shattered glass from the picture window all over the living room floor and a baseball not far from there. “I’m going to kill you, Tommy!” Mom yelled to herself as she realized that Tommy’s shoes were gone.

6. What happened to the window? _____

How do you know this?

7. Why did Tommy leave? _____

What in the text supports your description?

Today was a special day in Ms. Smith’s class. Some of the children were walking around the room, some of them were standing in small groups, and some of them were at their desks, putting finishing touches on cardboard mailboxes. After coloring a cool flame on the side of his racecar mailbox, Johnny hopped out of his chair, strutted over to Veronica’s desk, and dropped a small white envelope into her princess castle mailbox. Veronica blushed and played with her hair. While this was happening, Bartleby was frantically trying to put a small white envelope into everyone’s mailbox. After giving one to Ms. Smith, Bartleby pulled out a medium-sized red envelope from his pocket. He blushed and tried to put it in Veronica’s mailbox, but it wouldn’t quite fit. Bartleby struggled with it for a few seconds and then ran off with the envelope. Veronica rolled her eyes and popped her gum.

8. Why is today a special day? _____

What in the text supports your idea?

9. Which boy does Veronica like? _____

What in the text supports your idea?

10. Why did Bartleby run? _____

What in the text supports your idea?