DOODLE & DO

FIGURATIVE LANGUAGE

SIMILE
METAPHOR
HYPERBOLE
ALLITERATION
ONOMATOPOEIA
PERSONIFICATION
**Overview**

This Doodle and Do resource is designed to help students understand 6 types of figurative language. First, students will complete highly engaging Doodle Notes about each type of figurative language. They’ll learn about each type, review examples, and create examples of their own. Next, they’ll complete a fun writing activity for each type of figurative language. They’ll create silly similes with spinners, make metaphor matches, assemble personification cubes, participate in an alliteration tongue twister challenge, give sentences a hyperbole makeover, and fill-in onomatopoeia Wacky Libs. This mini-unit is not only effective in helping students understand different types of figurative language, it’s also super engaging and fun!

**Skills Addressed**

- Students will…
  - Develop an understanding of figurative language, word relationships, and nuances in word meaning
  - Explain the meaning and note effectiveness of similes, metaphors, hyperbole, personification, alliteration, and onomatopoeia
  - Interpret figures of speech
  - Write creatively using figurative language in response to writing prompts
  - Work collaboratively and imaginatively

**About Doodle Notes**

- Students will color, doodle, and/or embellish the note pages as they learn about the different types of figurative language.
- Doodle notes cause a connection between the right and left hemisphere of the brain. This leads to an increase in learning, focus, and retention.
- The doodles on the note pages help students to connect images with information and significantly increases their ability to remember what they have learned.
- There are two versions of doodle notes provided in this resource. One has all the information filled in. The other version has blanks where students can fill in guided notes.
- Just choose the version of guided notes that you would like students to complete in class.

**About the “Do” Activities**

- This resource includes a fun activity where students can practice and showcase their learning of each type of figurative language.
- You’ll note that each type of figurative language has its own section in this resource. It includes a detailed lesson plan for the doodle notes and activity and the materials that students will need to practice creating, interpreting, and writing figurative language.
- Also, a cover page is included in this section of the resource in case you’d like to compile students’ notes and activities into a single packet.
Figurative Language - Overview

Materials / Set-Up
- Class set of “Figurative Language” Doodle Notes (either the filled in version or the guided notes version depending on what is best for your students)
- Colored pencils
- Scissors
- Glue
- Teacher copy of the doodle notes to use as a model for students
- If you use the guided notes version of the doodle notes with students, use the filled-in version for the KEY.

Doodle Notes
Before students learn about similes, metaphors, hyperbole, personification, onomatopoeia, and alliteration, you’ll want to review information about figurative language.

- Distribute the “Figurative Language” doodle notes.
- As you review the notes for “Figurative Language,” you’ll want to encourage students to color, doodle, and/or embellish the note pages as they work through them. The more they interact with the notes, the better for retention of the material.
- Project or display a blank copy that you complete as a model while you discuss the lesson material.
- Lead students through each section of the notes. Review what figurative language is, types of figurative language, and how to understand figurative language.
- Students should complete, color, and doodle their pages as you explain the skills.

FYI: To save time, you might have students color their notes when/if they finish an activity quickly or for homework as an additional review of the material.
DOODLE
NOTES

DO
ENGAGING ACTIVITIES

FIGURATIVE LANGUAGE

Name

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More Doodle and Do

Pair This Resource with These Favorites

Learning Take Out
Figurative Language

POETRY ANALYSIS
Guided Close Reading, Theme Analysis, Sound Devices, Figurative Language, Mood, Poetic Devices

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Journey Poems
Analysis & Writing
Close Reading of Poetry, T.A.R.T. Activity, and Poetry Writing Guides

INTERACTIVE FLIP BOOKS
POETRY ANALYSIS
5 Winter Poems

This or That
20 ELA Warm Ups

Hands-On Poetry
5 Interactive Poetry Lessons & Activities

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ELA UNIT
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Figurative Language...

- Goes beyond the literal meaning of words.
- Is the use of words beyond what they usually mean.
- Is meant to be interpreted imaginatively.

Writers use figurative language to create vivid pictures, ideas, and feelings in the reader’s mind.

Figures of speech such as:
- Similes
- Metaphors
- Personification
- Onomatopoeia
- Alliteration
- Hyperbole

How to understand figurative language:

Look for clues in the reading passage to help you figure out the author’s message.

Clues might be in the sentence where the words are found or just before or after the figurative language.
**Simile**

A simile compares two things using the words “like” or “as.”

Examples:
- Happy as a clown.
- They’re like two peas in a pod.
- Cute as a puppy.

**Metaphor**

A metaphor compares two things by stating that one thing is another.

Examples:
- He is a lobster.
- Her heart was gold.
- Sadness is a black hole.
ALLITERATION

Alliteration is the repetition of the first consonant sounds in several words.

Examples:
- We wander through the wild woods in search of wonder.
- Sarah saw a silly seal on Saturday.

HYPERBOLE

Hyperbole is an outrageous exaggeration that emphasizes a point. Hyperbole can even be ridiculous or funny.

Examples:
- Our teacher gave us two years of homework tonight.
- Your car is so old, there are hieroglyphics inside.
- She is so smart
- Your locker is so messy
**PERSONIFICATION**

The wind waves goodbye.

**PERSONIFICATION**
Gives human characteristics to inanimate objects, animals, or ideas.

Opportunity
knocked
at the
door

Shoes

Sun

**ONOMATOPOEIA**

Onomatopoieia is the use of words that sound like their meaning, or words that mimic sounds.

The loud boom of the fireworks scared the dog.

The birds’ tweets outside my window woke me up.
"DOODLE" NOTES  
(guided notes format)

* Use the Filled-In version of the notes (on the previous pages) for KEYS
Figurative Language...

○ Goes beyond _______ of words.
○ Is the use of words beyond what they usually mean.
○ Is meant to be interpreted ______.

Figures of speech such as:

Writers use figurative language to create vivid _______ in the reader’s mind.

How to understand figurative language

Look for _______ in the reading passage to help you figure out ______.

Clues might be ______.

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SIMILE

Examples:

- Happy as a clown.
- They're like two peas in a pod.
- Cute as a puppy.

METAPHOR

Examples:

- He is a lobster.
- Her heart was gold.
- Sadness is a black hole.
ALLITERATION

Examples:

WE WANDER THROUGH THE WILD WOODS IN SEARCH OF WONDER.

SARAH SAW A SILLY SEAL ON SATURDAY.

L:

HYPERBOLE

OUR TEACHER GAVE US TWO YEARS OF HOMEWORK TONIGHT.

YOUR CAR IS SO OLD, THERE ARE HIEROGLYPHICS INSIDE.

SHE IS SO SMART

YOUR LOCKER IS SO MESSY
**Personification**

The wind waves goodbye.

Opportunity knocked at the door.

Shoes

Sun

**Onomatopoeia**

The loud boom of the fireworks scared the dog.

The birds’ tweets outside my window woke me up.

More Examples
SIMILE
### Simile - Doodle Notes and Activity

#### Materials / Set-Up
- Class set of “Simile/Metaphor” Doodle Notes (either the filled in version or the guided notes version depending on what is best for your students)
- ½ class set of “Simile Spinners” worksheet
- Class set of “Simile Writing” worksheets (2)
- Paperclips (1/2 class set)
- Colored pencils/crayons
- Scissors
- Teacher copy of the doodle notes to use as a model for students
- Teacher Keys

#### Doodle Notes
- Distribute the “Simile/Metaphor” doodle notes.
- Explain to students that they will be completing the top-half of the doodle notes page about similes.
- As you review the notes for “Simile,” you’ll want to encourage students to color, doodle, and/or embellish the notes as they work through them.
- Review the notes for simile. Note the definition and review the examples.
- Have students circle the words “like” and “as” in the examples to highlight the key characteristic of similes.
- Then, in the “more examples” box, have students write 2 original similes.
- Give students an opportunity to share their examples.
- Have students color in their doodle notes and even doodle illustrations for their similes in class or as an extension activity.

#### Activity
Students will be creating fun similes during this activity. First, they’ll create similes with “simile spinners.” Then, they’ll respond to a writing prompt and include a simile in their response.

- Have students get with a partner.
- Distribute the “Simile Spinner” worksheet to each partnership.
- Have each student cut out a spinner.
- Then, demonstrate how students will be creating spinners. To do so, they’ll need to place a paperclip over the tip of a pen or pencil. Then, they’ll need to place the pen or pencil tip (with the paperclip) in the center of the spinner. This will make it so the paperclip can be spun around the words. (See picture on next page.)
## Simile - Doodle Notes and Activity

**Activity Cont.**

- Once students understand how to make the spinners, pass out the first "Simile Writing" worksheet. Show students where they should record the nouns that they spin on each of their turns.
- Give students a chance to spin the spinners and collect words. (It's OK if they spin the same word on multiple turns.)
- After students have finished spinning, explain how to turn their two words into a simile. Remind students that a simile compares two things using like or as. You may want to provide a few examples:
  - The boy was like a statue. He didn’t move for fear that the bee would sting him.
  - The kite was as wild as a dragon. It zigged and zagged in the air.
  - The monkey was like a cricket. It made noises all through the night.
  - The baby was as sweet as lemonade.
  - My pencil was as straight as a building.

- Give students a chance to write their similes.
- Then, have students share them with their partners or with the class.
- Next, hand out the second "Simile Writing" worksheet.
- Have students select their favorite simile and write it in the box.
- Then, have students review the prompts and select one.
- Give students a chance to write in response to the prompt. Remind them that they need to include their simile in their writing. Encourage them to add MORE similes!
- As students finish, you may want to give them a chance to share their writing with a partner, small group, or class. You might even have the listeners identify the simile in the reader's passage.
- Discuss how this type of figurative language might be effective in a piece of writing.
SIMILE SPINNERS

DIRECTIONS
1. Cut out each simile spinner.
2. Then, place a paperclip under the tip of your pen or pencil.
3. Next, place the pencil or pen tip and the paperclip in the center of spinner.
4. With a partner, take turns spinning each paperclip on the spinner.
5. Record the words that your paperclip stops at on the “Simile Writing” worksheet.
Spin each spinner 4 times. Record the nouns that you spin each time. Then, combine the nouns to create a simile.

<table>
<thead>
<tr>
<th>SPINNER 1</th>
<th>SPINNER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td><strong>Simile:</strong></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td><strong>Simile:</strong></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td><strong>Simile:</strong></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td><strong>Simile:</strong></td>
<td></td>
</tr>
</tbody>
</table>
SIMILE Writing

Review the similes that you created. Select one of your favorite similes that you brainstormed and write it in the box.

Now select a story starter from the choices below. Incorporate the simile you created into your writing. Bonus! Try to include at least one or two MORE similes in your response.

- It was just an ordinary day. Then, I felt a giant pair of hands on my shoulders.
- I had the most unbelievable dream!
- The funniest thing happened to me at school today!
- Suddenly, there was a loud knock at the door.

_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________
METAPHOR
# Metaphor - Doodle Notes and Activity

## Materials / Set-Up
- Class set of “Simile/Metaphor” Doodle Notes (students will likely have already filled in the simile portion with you)
- Class set of “Metaphor Match-Up” worksheets (2)
- Teacher clues for “Metaphor Match-Up”
- Colored pencils/crayons
- Teacher copy of the doodle notes to use as a model for students

## Doodle Notes
- Distribute or have students take out the “Simile/Metaphor” doodle notes.
- Explain to students that they will be completing the bottom-half of the doodle notes page about metaphors.
- As you review the notes for “Metaphor,” you’ll want to encourage students to color, doodle, and/or embellish the notes as they work through them.
- Review the notes for metaphor. Note the definition and review the examples.
- Have students note that metaphors do not include the words “like” or “as” when comparisons are made.
- Then, in the “more examples” box, have students write 2 original metaphors.
- Give students an opportunity to share their examples.
- Have students color in their doodle notes and even doodle illustrations for their metaphors in class or as an extension activity.

## Activity
Students will be creating metaphors during this activity. First, they’ll brainstorm ideas based on clues given by you. Then, they’ll match the ideas to create and write metaphors.

- Distribute the “Metaphor Match-Up” page with the chart.
- Explain to students that you will be giving them clues for words or ideas that they can write in each box. For instance, in box #1 they will need to write a season. They might write “autumn.”
- Give students clues for each box.
- Then, explain to students that they are going to match-up the words to make six different metaphors. They can do so in two ways:
  1. You can instruct students to draw lines to connect the boxes and ideas based on the directions on the bottom of the teacher key. --- OR ----
  2. You can have students review their words and ideas and make their own matches.
<table>
<thead>
<tr>
<th>Activity Cont.</th>
</tr>
</thead>
</table>
| - Once students have made 6 metaphor matches, pass out the “Metaphor Match-Up” worksheet with the lined shapes.  
   - Have students write six metaphors that compare the matches that they made. You may want to encourage them to write an additional sentence that expands on the metaphor.  
     - Example: Happiness is a kangaroo. I can feel joy bouncing around my body.  
   - As students finish writing their metaphors, have them share them with a partner, small group, or the class.  
   - For an extension, you might have students write their metaphor sentence or sentences on a large index card. Then, you can display them in the classroom.  
   - Discuss how this type of figurative language might be effective in a piece of writing. |
<table>
<thead>
<tr>
<th>1</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Write a season</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>2</td>
<td>Write a feeling or emotion</td>
</tr>
<tr>
<td>3</td>
<td>A famous person</td>
</tr>
<tr>
<td>4</td>
<td>Another word for sadness</td>
</tr>
<tr>
<td>5</td>
<td>Choose one: hands, feet, eyes, ears</td>
</tr>
<tr>
<td>6</td>
<td>A type of profession</td>
</tr>
</tbody>
</table>

After students have filled in their charts. Have them draw lines between these boxes:

1 to 8  
2 to 10  
3 to 11  
4 to 12  
5 to 9   
6 to 7
PERSONIFICATION
**Personification - Doodle Notes and Activity**

<table>
<thead>
<tr>
<th>Materials / Set-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Class set of doodle notes “Personification”</td>
</tr>
<tr>
<td>- Class set of “Personification” worksheets (2)</td>
</tr>
<tr>
<td>- Scissors</td>
</tr>
<tr>
<td>- Glue</td>
</tr>
<tr>
<td>- Colored pencils/crayons</td>
</tr>
<tr>
<td>- Teacher copy of the doodle notes to use as a model for students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Doodle Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Distribute the “Personification” doodle notes.</td>
</tr>
<tr>
<td>- Explain to students that they will be completing the top-half of the doodle notes page about personification.</td>
</tr>
<tr>
<td>- As you review the notes for “Personification” you’ll want to encourage students to color, doodle, and/or embellish the notes as they work through them.</td>
</tr>
<tr>
<td>- Review the notes for personification. Note the definition and review the examples.</td>
</tr>
<tr>
<td>- Then, in the “more examples” box, have students write 2 sentences with personification. Have them personify shoes and sunshine.</td>
</tr>
<tr>
<td>- Give students an opportunity to share their examples.</td>
</tr>
<tr>
<td>- Have students color in their doodle notes as an extension activity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be writing 6 personification sentences during this activity. First, they’ll brainstorm verbs. Then, they’ll combine the verbs with nouns that they brainstorm to create examples of personification.</td>
</tr>
<tr>
<td>- Distribute the “Personification” page with the speech bubble.</td>
</tr>
<tr>
<td>- Have students get with a partner.</td>
</tr>
<tr>
<td>- With their partner, have students brainstorm 7 verbs that only humans can do. You’ll want to stress the “human-factor.” Therefore, they should avoid words like “run” since animals can also do this, and stick with verbs like “giggle, dance, and draw.”</td>
</tr>
<tr>
<td>- After partnerships have a list of verbs, have them share 3 of them with the class. As students listen, encourage them to add verbs to their list.</td>
</tr>
<tr>
<td>- Next, review the directions for the bottom portion of the worksheet. Students will need to write an animal or object on each line.</td>
</tr>
<tr>
<td>- Then, they’ll need to personify the object or animal that they wrote. For instance, if they wrote “squirrel,” then they might pick a word from their brainstorm like “dance,” and write a sentence like “The squirrel danced across the tree branch in search of an acorn.”</td>
</tr>
</tbody>
</table>
**Personification - Doodle Notes and Activity**

<table>
<thead>
<tr>
<th>Activity Cont.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Give students a chance to practice writing personification sentences with the 6 items.</td>
</tr>
<tr>
<td>• Then, pass out the “Personification” cube worksheet.</td>
</tr>
<tr>
<td>• Have students write a personification sentence from their chart in each square shape.</td>
</tr>
<tr>
<td>• Then, have students cut out the entire shape and fold along all of the lines.</td>
</tr>
<tr>
<td>• Have them add glue along the tabs and form a cube shape.</td>
</tr>
<tr>
<td>• Once students have their personification cubes, you might have them share them with a partner or small group. Have students roll each other’s cubes and discuss the personification statements that their peers created.</td>
</tr>
<tr>
<td>• Discuss how this type of figurative language might be effective in a piece of writing.</td>
</tr>
</tbody>
</table>

FYI: When assembling the cubes, tape also works well.
You’re going to personify six objects, but first you’ll need to brainstorm a list of at least 7 verbs to describe things that humans can do.

Write an item on each line in the left column. Then, use verbs from your brainstorm above to personify the item you wrote. Write 6 sentences with personification in the right column.

<table>
<thead>
<tr>
<th>An animal:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A household object:</td>
<td></td>
</tr>
<tr>
<td>A kind of sporting equipment:</td>
<td></td>
</tr>
<tr>
<td>Something found outdoors:</td>
<td></td>
</tr>
<tr>
<td>A mode of transportation:</td>
<td></td>
</tr>
<tr>
<td>Something found at school:</td>
<td></td>
</tr>
</tbody>
</table>
Write a personification sentence in each box. Then cut out the entire shape. Fold along each line. Add glue to the tabs. Stick the tabs to the squares to form a cube.
ONOMATOPOEIA
## Onomatopoeia - Doodle Notes and Activity

### Materials / Set-Up
- Class set of “Onomatopoeia” doodle notes
- Class set of “Onomatopoeia – Wacky Libs – Words” worksheet
- Class set of “Onomatopoeia – Wacky Libs – My Pet” worksheet
- Colored pencils / crayons
- Teacher copy of the doodle notes to use as a model for students

### Doodle Notes
- Distribute or have students take out the “Onomatopoeia” doodle notes.
- Explain to students that they will be completing the bottom-half of the doodle notes page about onomatopoeia.
- As you review the notes for “Onomatopoeia,” you’ll want to encourage students to color, doodle, and/or embellish the notes as they work through them.
- Review the notes for onomatopoeia. Note the definition and review the examples.
- Then, in the “more examples” box, have students write 5 more examples of onomatopoeia.
- Give students an opportunity to share their examples.
- Have students color in their doodle notes as an extension activity.

### Activity
Students will be practicing onomatopoeia as they complete a Mad-Libs-inspired activity.
- Pass out the “Onomatopoeia Wacky Libs - Words” worksheet to students (not the worksheet with the passage).
- Explain to students that they will be completing a Mad Libs-inspired activity. You may want to share the following background information about Mad Libs:
  - The game, Mad Libs, is a template word game.
  - In the game, one player prompts another for a list of words to substitute into a story. Then, the completed story is read aloud. The altered story is often comical and nonsensical.
  - The game was first invented in 1953.
  - Since its origin, more than 100 million copies of the books have sold.
  - Note that to effectively play the game, students need a solid understanding of different parts of speech. Review adjectives, verbs (past tense) and nouns with students. Of course, they’ll be expected to provide a lot of onomatopoeic words.
Onomatopoeia - Doodle Notes and Activity

Activity Cont.

- Have students pick a partner.
- Instruct partnerships to go back and forth asking each other to offer up a word for each category on the list. Partners will record one another’s answers on their worksheet. For instance, partner one might say “big” for an adjective, and partner two would write it down. When partner two says “wild” for an adjective, partner one will write it down.
- When students have filled in each category, distribute the “Wacky Libs – My Pet” worksheet with the blanks. Have students read the story aloud filling in the blanks with the words their partner volunteered. Then, have the other partner read the passage.
- As a closure, discuss some of the onomatopoeia words that students brainstormed for the passage.
- Discuss how this type of figurative language might be effective in a piece of writing.
### Onomatopoeia Wacky Libs - Words

<table>
<thead>
<tr>
<th>Adjective</th>
<th>____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Color</td>
<td>____________________________</td>
</tr>
<tr>
<td>Body Part (plural)</td>
<td>____________________________</td>
</tr>
<tr>
<td>Onomatopoeia – cat sound</td>
<td>____________________________</td>
</tr>
<tr>
<td>Onomatopoeia – sound of fast movement</td>
<td>____________________________</td>
</tr>
<tr>
<td>Noun</td>
<td>____________________________</td>
</tr>
<tr>
<td>Piece of Furniture</td>
<td>____________________________</td>
</tr>
<tr>
<td>Verb (past tense)</td>
<td>____________________________</td>
</tr>
<tr>
<td>Onomatopoeia – sound of something landing</td>
<td>____________________________</td>
</tr>
<tr>
<td>Onomatopoeia – sound of relief</td>
<td>____________________________</td>
</tr>
<tr>
<td>Adjective</td>
<td>____________________________</td>
</tr>
<tr>
<td>Onomatopoeia – bird sound</td>
<td>____________________________</td>
</tr>
<tr>
<td>Onomatopoeia – dog sound</td>
<td>____________________________</td>
</tr>
<tr>
<td>Onomatopoeia – snake sound</td>
<td>____________________________</td>
</tr>
<tr>
<td>Onomatopoeia – frog sound</td>
<td>____________________________</td>
</tr>
<tr>
<td>Onomatopoeia – pig sound</td>
<td>____________________________</td>
</tr>
<tr>
<td>Onomatopoeia – cat sound</td>
<td>____________________________</td>
</tr>
<tr>
<td>Onomatopoeia – bag sound</td>
<td>____________________________</td>
</tr>
<tr>
<td>Onomatopoeia – movement sound</td>
<td>____________________________</td>
</tr>
<tr>
<td>Adjective</td>
<td>____________________________</td>
</tr>
<tr>
<td>Onomatopoeia – clock sound</td>
<td>____________________________</td>
</tr>
<tr>
<td>Onomatopoeia – sleeping sound</td>
<td>____________________________</td>
</tr>
<tr>
<td>Onomatopoeia – laughing sound</td>
<td>____________________________</td>
</tr>
</tbody>
</table>
My cat is pretty ________! She’s a Siamese cat which means that she has _____ almond-shaped eyes and large _______. Her ________ is also quite loud. We named her ________ because she moves so fast. The very first day that she came into our ________ she did an amazing trick. She climbed to the top of our tallest ________ and ________, into the air. You won’t believe it, but she did a flip in the air! She landed with a ________, ________! Right then and there, we knew that we had a special cat. Not only can she do tricks, she also has ________ hearing. She can hear a bird ________, a dog ________, a snake ________, a frog ________, or a pig ________ from miles away. That’s why she is always so alert. If you want to hear her ________, just shake a bag of cat treats. Once she hears the ________ of the treat bag, ________, she’s at your feet begging for treats. My favorite part about my ________ cat is when the clock ________ to nine o’clock. That’s when she curls up next to me for the night. Soon, we’re both asleep. I don’t even mind that she makes ________ sounds when she sleeps. ________!
My cat is pretty **spectacular**! She’s a Siamese cat which means that she has **blue** almond-shaped eyes and large **ears**. Her **meow** is also quite loud. We named her **Vroom**, because she moves so fast. The very first day that she came into our **house** she did an amazing trick. She climbed to the top of our tallest **bookshelf** and jumped into the air. You won’t believe it, but she did a flip in the air! She landed with a **thump**. Phew! Right then and there, we knew that we had a special cat. Not only can she do tricks, she also has **incredible** hearing. She can hear a bird **tweet**, a dog **bark**, a snake **hiss**, a frog **ribbit** or pig **oink** from miles away. That’s why she is always so **alert**. If you want to hear her **purr** just shake a bag of cat treats. Once she hears the **rustle** of the treat bag, **whoosh**, she’s at your feet begging for treats. My favorite part about my great cat is when the clock **tic-tocks** to nine o’clock. That’s when she curls up next to me for the night. Soon, we’re both asleep. I don’t even mind that she makes **zzzzz** sounds while she sleeps. Haha!
ALLITERATION

Examples:
- We wandered through the wild woods in winter.
- Sally saw a big ship on canvas.

HYPERBOLE

Our teacher gave us two years of homework tonight.

Alliteration Challenge

At least 6 words:
- Your dog is so old, there are more hairs than haircuts.

At least 3 words:
- Tired, tired, tired.

At least 2 words:
- Excited, excited, excited.

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## Alliteration - Doodle Notes and Activity

### Materials / Set-Up
- Class set of doodle notes “Alliteration”
- Class set of “Alliteration Challenge” worksheet
- Colored pencils / crayons
- Teacher copy of the doodle notes to use as a model for students

### Doodle Notes
- Distribute or have students take out the “Alliteration” doodle notes.
- Explain to students that they will be completing the top-half of the doodle notes page about alliteration.
- As you review the notes for “Alliteration,” you’ll want to encourage students to color, doodle, and/or embellish the notes as they work through them.
- Review the notes for alliteration. Note the definition and review the examples. You might even have students share some common tongue twisters.
- Then, in the “more examples” box, have students write alliteration sentences for the letters “l” and “k.”
- Give students an opportunity to share their examples.
- Have students color in their doodle notes as an extension activity.

### Activity
Students will be writing sentences filled with alliteration. Then, they’ll challenge a partner to read their alliteration sentences without making any mistakes (tongue-twister-style).

- Pass out the “Alliteration Challenge” worksheet to students.
- Have students write a sentence or two filled with six “T” words.
- Then, have students write a sentence or two filled with eight “S” words in the next box.
- Finally, have students write a sentence or two filled with ten “R” words, in the last box.
- Once students have written their alliteration sentences, explain that they will be challenging their partner to an “alliteration contest.” Here’s how it works:
  - Partners will exchange papers.
  - Then, each partner will read the sentences in the “T” box once, twice, then three times through. If the partner doesn’t make any mistakes, he or she gets a checkmark in one of the boxes to the right. To make this extra fun, encourage students to read fast.
  - Students can work through and repeat the process with the “S” box, or you might have students switch partners.
### Activity Cont.

- Then, finally, have students work with a partner (same or new) to complete the last box.
- Once the class has finished challenging their different partner(s), have students share out the results.
- You might have a student that created a particularly challenging set of alliteration sentences challenge you or the entire class.
- Discuss how this type of figurative language might be effective in a piece of writing.
**ALLITERATION Challenge**

Write a sentence or sentences filled with alliteration in each box. Note the number of words that need to start with each letter in the box. Then, have an alliteration challenge with a partner. Have your partner read the challenges you created once, twice, and then three times in a row. If your partner reads the sentence(s) without making a mistake, check the box. Tally the number of checkmarks to record your partner’s final score.

### 6 WORDS

**PARTNER**

1 time [ ]

2 times [ ]

3 times [ ]

TOTAL SUCCESSES [ ]

### 8 WORDS

**PARTNER**

1 time [ ]

2 times [ ]

3 times [ ]

TOTAL SUCCESSES [ ]

### 10 WORDS

**PARTNER**

1 time [ ]

2 times [ ]

3 times [ ]

TOTAL SUCCESSES [ ]
# Hyperbole - Doodle Notes and Activity

## Materials / Set-Up
- Class set of doodle notes “Hyperbole”
- Class set of Hyperbole worksheets: “Hyperbole Makeover – interactive shape,” “Hyperbole Makeover,” and “Hyperbole Writing”
- Scissors
- Glue
- Colored pencils / Crayons
- Teacher copy of the doodle notes to use as a model for students

## Doodle Notes
- Distribute or have students take out the “Hyperbole” doodle notes.
- Explain to students that they will be completing the bottom-half of the doodle notes page about hyperbole.
- As you review the notes for “Hyperbole,” you’ll want to encourage students to color, doodle, and/or embellish the notes as they work through them.
- Review the notes for hyperbole. Note the definition and review the examples. You might even have students share common examples like, “That is going to take forever.”
- Then, in the “more examples” box, have students finish the sentences with hyperbole.
- Give students an opportunity to share their examples.
- Have students color in their doodle notes as an extension activity.

## Activity
Students will be giving simple sentences a makeover with hyperbole. They’ll create an interactive shape and then write six examples. Then, they’ll select two examples of hyperbole to integrate into writing prompts.

- Pass out the “Hyperbole Makeover – Interactive Shape” worksheet to students. Have students cut out the shape and fold along the dotted lines.
- Then, pass out the “Hyperbole Makeover” worksheet. Have students add glue under the words “Hyperbole Makeover” on the foldable and stick it over the words “glue here.”
- Next have students transform each simple sentence into one with hyperbole. They should write the new sentences under each flap.
- As students finish, you might want to give students a chance to share their writing with a partner, small group, or the class.
**Activity Cont.**

- Then, pass out the “Hyperbole Writing” worksheet. Review the two prompts on the worksheet.
- Have students review the hyperbole sentences that they wrote and select one to include in each prompt.
- Give students a chance to write in response to the prompts. You might encourage them to make up new hyperbole statements as they write.
- When students are finished, have them share their writing with another student.
- Finally, discuss how this type of figurative language might be effective in a piece of writing.
1. Cut out the interactive shape. Cut along the solid lines.
2. Fold along the dotted lines.
3. Add glue under the words “Hyperbole Makeover.”
4. Glue the shape to the other “Hyperbole Makeover” worksheet.

BEFORE

The house is big.

The party was loud.

The movie was boring.

BEFORE

The line was long.

My room is clean.

My mom was mad.

HYPERBOLE "Makeover"
HYPERBOLE Makeover

Glue the interactive shape below. Then, give each sentence a makeover by including hyperbole. Write the new, improved sentence under each flap.

AFTER

_________________

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AFTER

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AFTER

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AFTER

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Select two hyperbole sentences from the “Hyperbole Makeover” and incorporate them into the writing prompts below.

It was a night unlike any other.

Just when I thought my day couldn’t get any better, it did.
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