Figurative Language Stories #1
Task A: Identify Figurative Language

Princess Penelope

Find, underline, and label each instance of figurative language in the paragraph. Check it on the list as you go. You should find:

___ simile (2)       ___ personification (2)       ___ idiom
___ metaphor         ___ alliteration (2)         ___ allusion
___ hyperbole        ___ onomatopoeia (2)

Tonight was the night she had been waiting for. Princess Penelope was head over heels for Prince Patrick and she had finally persuaded her father to allow her to attend the annual royal ball. She could hardly wait. Upon hearing the news, Penelope had sprinted like a cheetah all the way down to the royal dress shop to pick out the perfect dress. As she searched through the racks, each dress seemed to shudder with excitement, waiting to be chosen. Glancing around, Penelope’s eyes landed on the most beautiful dress ever made. The dress was a sparkling ruby as it reflected light from every angle. Penelope thought the dress must be the color of Dorothy's slippers. Trying on the dress, Penelope knew it was meant to be worn by her. Now at the ball, her dress swished as she passed the prince. When she turned around, she found his eyes fixed on hers like laser beams.
Figurative Language Stories #1
Task B: Analyze Figurative Language

Princess Penelope

Read the story again. Then, answer the questions.

Tonight was the night she had been waiting for. Princess Penelope was head over heels for Prince Patrick and she had finally persuaded her father to allow her to attend the annual royal ball. She could hardly wait. Upon hearing the news, Penelope had sprinted like a cheetah all the way down to the royal dress shop to pick out the perfect dress. As she searched through the racks, each dress seemed to shudder with excitement, waiting to be chosen. Glancing around, Penelope’s eyes landed on the most beautiful dress ever made. The dress was a sparkling ruby as it reflected light from every angle. Penelope thought the dress must be the color of Dorothy’s slippers. Trying on the dress, Penelope knew it was meant to be worn by her. Now at the ball, her dress swished as she passed the prince. When she turned around, she found his eyes fixed on hers like laser beams.

1. In line 1, the princess’s name contains alliteration. Which of the following last names for the princess would be consistent with this alliteration?  
   a) Jones  
   b) Phillips  
   c) Peterson  
   d) Queen  

2. Read the simile in line 4. How did the princess run to the royal dress shop?  
   a) sluggishly  
   b) merrily  
   c) swiftly  
   d) despairingly  

3. In line 4, which of the following words could best be substituted for the word “cheetah” without changing the meaning of the simile or the sentence?  
   a) Olympic runner  
   b) quickly  
   c) puppy  
   d) lightning  

4. In order to understand the allusion in line 8, the reader must  
   a) know someone named Dorothy  
   b) be familiar with The Wizard of Oz  
   c) have slippers like Dorothy’s  
   d) be able to correctly define “allusion”  

5. Identify the Idiom in lines 1-2 and write it on the line: ________________________________  
   What is the meaning of this idiom? ________________________________  
   Write an original sentence that contains this idiom and implies its meaning.  
   _______________________________________________________________  
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Princess Penelope

In Task A, you found 12 instances of figurative language in the story. Choose any 5 of the 12 instances of figurative language and rewrite them, using the table below. If you choose a simile, you must write a new simile. Do not change one form of figurative language to another. There are two examples in the table to help you.

<table>
<thead>
<tr>
<th>Figurative Language</th>
<th>Original (from the story)</th>
<th>New (my own)</th>
</tr>
</thead>
<tbody>
<tr>
<td>alliteration</td>
<td>Princess Penelope</td>
<td>Lady Laura</td>
</tr>
<tr>
<td>metaphor</td>
<td>the dress was a sparkling ruby</td>
<td>the dress was a sea of red</td>
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Figurative Language Stories #1
Task D: Revise Figurative Language

Princess Penelope

Using the original story from Task A and your new figurative language from Task C, copy the story, inserting your own modifications in place of the originals. Underline or highlight the five modifications that you made.
Princess Penelope

Tonight was the night she had been waiting for.

Princess Penelope was head over heels for Prince Patrick and she had finally persuaded her father to allow her to attend the annual royal ball. She could hardly wait. Upon hearing the news, Penelope had sprinted like a cheetah all the way down to the royal dress shop to pick out the perfect dress. As she searched through the racks, each dress seemed to shudder with excitement, waiting to be chosen. Glancing around, Penelope’s eyes landed on the most beautiful dress ever made. The dress was a sparkling ruby as it reflected light from every angle. Penelope thought the dress must be the color of Dorothy’s slippers. Trying on the dress, Penelope knew it was meant to be worn by her. Now at the ball, her dress swished as she passed the prince. When she turned around, she found his eyes fixed on hers like laser beams.
Proofreading Marks and Practice Proofreading

- Proofreading marks are identified
- Informational text passages are proofread for grammar, punctuation, and spelling

Common Core Standards: w.6.5, w.7.5, w.8.5
Proofreading Marks

Proofreading marks indicate how a text should be corrected.
**Proofreading Marks**

Memory Test: What does each mark indicate? Give your answer. Click to see whether or not you are right.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
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<tr>
<td>\equiv</td>
<td>Equivalent to</td>
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<tr>
<td>\circ</td>
<td>Circumflex</td>
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<tr>
<td>?</td>
<td>Question mark</td>
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<tr>
<td>\backslash</td>
<td>Backslash</td>
</tr>
<tr>
<td>\wedge</td>
<td>Wedge</td>
</tr>
<tr>
<td>\bar {p}</td>
<td>Overline of p</td>
</tr>
</tbody>
</table>
When plants that evolved in one region of the globe are moved by humans to another region, a few of them flourish, crowding out Native vegetation and the wildlife that feeds on it. Some invasives can even change ecosystem processes such as hydrology, fire regimes, and soil chemistry.
Informational Text Proofreading Practice

Let's proofread this passage together using the correct marks. Check answers on next slide.

These invasive plants have a competitive advantage because they are no longer controlled by their natural predators, and can quickly spread out of control. In California, approximately 3% of the plant species growing in the Wild are considered invasive, but they inhabit a much greater proportion of the landscape.
Proofreading Marks

Practice making your mark. Click to check your answers.

- Capitalize letter
- Add a period
- Add a question mark
- Add a comma
- Take words out
- Spell correctly
- Indent
- Lowercase letter
- Add words
Informational Text Proofreading Practice

Proofread the passage using the correct marks. Check answers on next slide.

*Wildlands* are public and private lands that support nativ ecosystems, including some working landscapes such as grazed rangeland and active timberland.

*Non-native plants* are species introduced to California after European contact and as a direct or indirect result result of Human activity.
Invasive non-native plants that threaten wildlands are plants that 1) are not native to, yet can spread into, wildland ecosystems, and that also 2) displace native species, hybridize with native species alter biological communities, or alter ecosystem processes.
Notions for Narratives...

and Expository & Descriptive Writing

A. If you could do something nice for somebody today, what would you do? For whom would you do it? Tell about a time someone did something nice for you when you didn’t expect it.

B. If you could play in any team sport, what sport would you choose? Imagine you are playing in a game of that sport. Write a story about the game. Include information about the beginning, middle, and end of the game.

C. What is something you would like to learn more about? What do you already know about the subject? What are some questions you have about the subject? Where could you go to find answers to your questions?

D. If you could enter one of your pets into a pet show, which pet would you enter? How do you think your pet would act during the show? Write an imaginary story about what might happen.
E. What chores do you do at home? Describe one of your chores, including the steps you take to complete it. How does it help your family? What do you like most (or least) about doing it?

F. What is your favorite holiday? Describe how your family celebrates this holiday. What are some things that are different about the way you celebrate it from how others do?

G. Tell about someone you admire. What kinds of things do you admire most about this person? How are you and this person alike? How are you different?

H. Think about the kinds of foods you eat. What are some things you could eat more often to have a healthier diet? What are some things you could eat (or drink) less often to have a healthier diet? How could you improve your diet this week?

I. Do you know someone who is having a bad day or week? How can you help or be kind to that person? When was the last time you had a bad day? What might have helped you feel better?
J. If you could be any animal for one day, what animal would you be? Imagine your time as that animal and tell about your morning, afternoon, and night.

K. If you could take a trip using a form of transportation that you've never used before, what would you choose? (For example, you may have never traveled in a helicopter, submarine, hot air balloon, or train, and certainly not a rocket.) Write an imaginary story about your trip.

L. Write about a time you were excited about something that happened. Tell about the events that took place. OR- Write about a time you were disappointed because something didn't happen that you hoped would take place.

M. How old will you be in ten years? What do you think you might be doing when you reach that age? Write about what your life might be like.

N. If you could visit another state or country, where would you go? Is there a special reason you chose this place? Who would you want to go with? Tell about what you might see or do there.
RESEARCH AND PARAGRAPH WRITING

Please choose from the following topics and develop an engaging paragraph for your parents and teacher to read. Approach your writing as if your audience has no prior knowledge of the subject. You may research the topic online, but you will need to put the information into your own words. Make sure to include a topic sentence, three interesting facts or details, and a conclusion. If you are enjoying this assignment, feel free to expand it into a 3-5 paragraph essay!

TOPIC CHOICES:

Women's Suffrage: The 19th Amendment

The Chrysler Building

The 1906 San Francisco Earthquake

The Hoover Dam

The Titanic

Prohibition

The Berlin Wall