
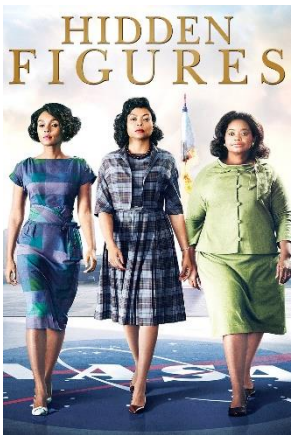

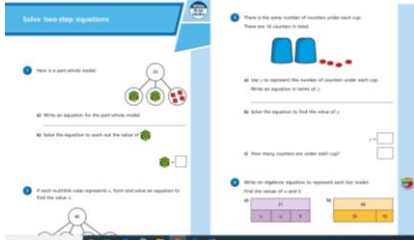


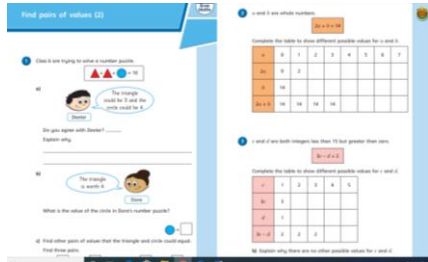





Year 6 Home Learning w/c 22nd June 2020



	SPaG	Reading	Literacy	Maths	Topic/Science
Monday	<p><u>Grammar activity</u></p> <p>SPAG mat 1 attached below.</p> <p><u>Spelling activity</u></p> <p>- Complete the activity on Seesaw for the word language.</p> 	<p>Read chapter 4 of Hidden Figures.</p> 	<p>During the next two weeks, we are going to look at setting descriptions.</p> <p>Today, you are going to look at the example of a setting description.</p> <p><i>I knew I just needed to get away. As I pedalled, my legs turned as fast as a jet engine. The blood was pumping through my body so loudly it was like a rush in my ears. When I rounded the final corner, I saw that my town was a small scattering of houses in the distance. Ahead of me was just the endless road, and the inky night sky. I gripped my handlebars tightly and pumped my legs even faster. I was a machine. Like the beam from a powerful torch, a single, bright light suddenly cut through the sky. Then another appeared, which was a beautiful, luminous green colour. After a while, thousands of tiny lights were shooting across the vast sky, like microscopic, silent rockets.</i></p>  <p>As we do in school, you are going to find as many features as possible. Make a key of colours of the features you have found and then underline those features within the text. How many features will you find?</p>	<p>https://whiterosemaths.com/homelearning/year-6/</p> <p><u>Week 8 Lesson 1 - Solve two step equations</u></p> <p>Watch the video carefully to get the information and instructions. Then go to Seesaw and complete the task that is available for you.</p> 	 <p><u>Science- Light</u></p> <p>This week we are looking at sources of light. The activity for you to complete has been put onto Seesaw- all you have to do is complete the transparent, translucent and opaque worksheets. The answers are provided on the second page so you can mark your own work.</p>

Tuesday	<p><u>Grammar activity</u></p> <p>Complete the spot the mistakes spelling activity attached below.</p> <p><u>Spelling activity</u></p> <p>Complete the activity on Seesaw for the word leisure.</p> <div><p>Statutory Spelling Word Activity Mat: leisure</p></div>	<p>This week we are looking at the skills:</p> <p>Give and explain the meaning of words in context.</p> <p>Click through the PowerPoint on Seesaw activities about how to decipher words in context.</p> <p>Read chapter 4 again looking out for words you don't understand (don't pick nouns). Using these words, complete the table.</p> <table><thead><tr><th>Unknown word</th><th>What I think it means</th><th>Definition</th><th>Use the word in a new sentence</th></tr></thead><tbody><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></tbody></table>	Unknown word	What I think it means	Definition	Use the word in a new sentence																					<p>Today, you are going to take a closer look at the features of a setting description.</p> <p>Click on the following link for today's lesson.</p> <p>https://classroom.thenational.academy/lessons/setting-description-identifying-the-features-of-a-text</p> <p>Once you have completed the lesson, create a poster showing the main features of setting description. You will refer back to this when it comes to writing your setting - think of it as your 'tool box'.</p>	<p>https://whiterosemaths.com/homelearning/year-6/</p> <p><u>Week 8 Lesson 2 - Find pairs of values</u></p> <p>Watch the video carefully to get the information and instructions. Then go to Seesaw and complete the task that is available for you.</p> <div></div>	<div></div> <p><u>Science- Light</u></p> <p>Science- Light</p> <p>This week we are looking at sources of light. The activity for you to complete has been put onto Seesaw- all you have to do is to finish the shadows worksheet. The answers are provided on the second page so you can mark your own work.</p>
Unknown word	What I think it means	Definition	Use the word in a new sentence																										
Wednesday		Today, we are looking at	Today, we are looking at how a setting can alter the	https://whiterosemaths.com																									

Grammar activity

Complete the mini-test that has been uploaded to Seesaw. Feel free to mark it when you are done.

Spelling activity

Complete the activity on Seesaw for the word lightning.

Homonyms.

Click through the PowerPoint uploaded to Seesaw activities.

Once you feel confident with homonyms, complete the worksheet.

mood of a story. Watch the following video. You will notice that there are no words in this video but the different scenes are emotive.

<https://www.literacyshed.com/the-clock-tower.html>

Once you have watched the video once, watch it again completing the feelings graph for the different scenes.

[/homelearning/year-6/](https://homelearning/year-6/)

Week 8 Lesson 3 - Convert metric measures

Watch the video carefully to get the information and instructions. Then go to Seesaw and complete the task that is available for you.

Topic

See topic information sheet below.

Thursday

Today, we are

Today, we are going to continue to look at the way

<https://whiterosemaths.com>

Spelling activity

- Complete the activity on Seesaw for the word marvellous.

Statutory Spelling Word Activity Mat: marvellous

Use a dictionary to define the word **marvellous**.

Which word does this the word **marvellous** belong to?

What is a **marvellous** thing?

Write the definition of the word **marvellous** using the hand.

Ask the word **marvellous** to these animals.

I had a _____ time of the **light** horse.

What is that _____ and?

To make a _____ value today.

Trace the word **marvellous**

marvellous

Write a sentence and underline the word **marvellous**.

Spelling:

Antonyms:

Complete the word **marvellous**

marvell _____ **ous**

Write your last statement containing the word **marvellous** is in objective.

Fill and improve these words so that they correctly spell the word **marvellous**

marvellous marvellous marvellous

looking at synonyms.
Click on the following
link to learn all about
synonyms.

<https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/z8t8pbk>

Once you feel you have a good understanding, complete the task sheet.

2a I can understand the meaning of words in context.

Synonyms

1. Think of another word or phrase that means the same or has a similar meaning to the one in bold. Use the rest of the sentence (the context) to help you identify its meaning.

- Climbing mountains is **risky**. _____
- The birds started to sing at **dawn**. _____
- Try to **imagine** your favourite holiday. _____
- Perhaps I'll go to the cinema. _____
- Do you **possess** a ball I can borrow? _____
- What time will the visitors **arrive**? _____

2. Tick the correct option.

The soldier fought a courageous battle.

In this sentence, the word **courageous** is closest in meaning to:

difficult ☐

tricky ☐

successful ☐

brave ☐

a setting can be emotive.

Watch the following clip.

<https://www.literacyshed.com/pere-lachaise.html>

As you watch the clip the first time, I would like to record one word answer as to how it makes you feel. Aim for at least seven.

Then look at those words
and think about why you
thought of those words.

Watch it a second time and for each word, write a sentence as to why you felt that in relation to the setting.

For example:


Scared - because it was dark.

/homelearning/year-6/

Week 8 Lesson 4 - Miles
and kilometres

Watch the video carefully to get the information and instructions. Then go to Seesaw and complete the task that is available for you.

Miles and kilometres



1 Use the statements that are true, to fill the boxes to help you.

5 miles is approximately equal to 8 kilometres ☐

1 mile is larger than 1 kilometre ☐

8 kilometres is larger than 1 mile ☐

2 kilometres is larger than 2 miles ☐

2 Complete the conversions.

a) 10 miles = 160 km

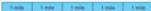
b) 40 miles = km

c) 15 miles = km


d) 1 mile = km

e) 2 kilometres = miles

3 Fill in the missing numbers on the number line.



4 Here is Whitney's walking out.



Friday

Spelling activity

Complete the activity on Seesaw for the word *mischievous*.

Statutory Spelling Word Activity Mat: mischievous

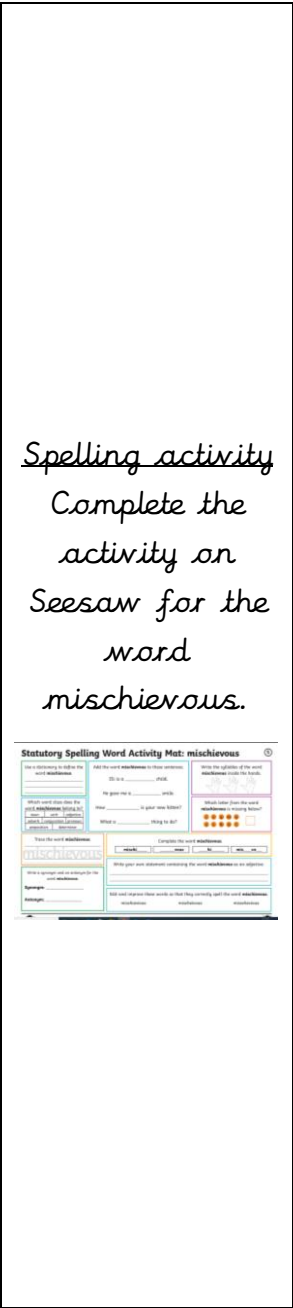
Use a dictionary to find the first word mischievous .	Write the word mischievous in three columns. (It is a _____ word). Its first letter is _____, middle _____, last _____. How many letters does it have? _____	Write the definition of the word mischievous under the heading:
Which word does the first part mischievous remind you of? _____ Which word does the second part mischievous remind you of? _____	He gave me a _____ smile. How _____ is your new school? What is a _____ thing to do?	Which letter does the word mischievous misspell (show)? a b c d e f g h i j k l m n o p q r s t u v w x y z
Trace the word mischievous .	Complete the word mischievous . misch _____ ous _____ ous _____	
Write a sentence using the word mischievous . _____	Write your own sentence containing the word mischievous in an adjective. _____	
Synonyms: _____ Antonyms: _____	Tell and repeat these words to show they correctly spell the word mischievous . mischievous mischievous mischievous	

Spelling activity

Complete the activity on Seesaw for the word *mischievous*.

Statutory Spelling Word Activity Mat: mischievous

Use the dictionary to find the first word mischievous .	Write the word mischievous in three columns. (It is a _____ word). Its first letter is _____, middle _____, last _____. How many letters does it have? _____	Write the definition of the word mischievous under the heading.	Write the word mischievous in cursive.
Which word does the first part of mischievous remind you of? Which word does the second part of mischievous remind you of? Which word does the third part of mischievous remind you of?	He gave me a _____ smile. She was _____ in your new school. What is a _____ thing to do?	Which letter does the word mischievous misspell? Write it!	Write the word mischievous in a different style.
Trace the word mischievous .	Complete the word mischievous . misch _____ ous _____ ous _____		
Write a question and an answer for the word mischievous . Question: _____ Answer: _____	Write your own sentence containing the word mischievous in an adjective. _____ _____ _____		
Tell and repeat these words to show they correctly spell the word mischievous . mischievous mischievous mischievous			

[illegible][illegible][illegible]

Today, you will need your work from yesterday. You are going to up-level your sentences using figurative language. A figurative language PowerPoint has been put on Seesaw activities to help you.

Metaphor

- She is a ray of sunshine.
- I smell a rat.
- He is the light of my life.
- A rollercoaster of emotions.

Personification

- The snow speaks.
- The grass tickled my feet.
- The leaves danced on the trees.
- The husky corn spoke.

Onomatopoeia

- Crash! Splash! Boom!
- Plop! Boom! Snag!
- Honk! Buzz! Drip!
- Swish! Ring! Crackle!

Alliteration

- Eric's eagle eats eggs.
- Dreamy, dismal darkness.
- Pretty purple purses.
- All apples are alike.

Simile

- White as snow.
- Quiet as a mouse.
- Busy as a bee.
- Cute as a kitten.

Idiom

- Time flies.
- Cat got your tongue.
- Broken heart.
- Face the music.

Hyperbole

- For the millionth time, be quiet!
- He's got a brain the size of a pea.
- Those shoes are killing me.
- A small can go better than you!

For example:

scared - because it was dark this could be up-levellled to...

scared - the dark, still buildings watched her every move as she ran by in a blur of colour.

Metaphor

She is a ray of sunshine.
I smell a rat.
He is the light of my life.
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Hyperbole

For the millionth time, be quiet!
He's got a brain the size of a pea.
These shoes are killing me.
A snail can go faster than you!

Hyperbole

For the millionth time, be quiet!
He's got a brain the size of a pea.
These shoes are killing me.
A snail can go faster than you!

For example:

scared - because it was dark this could be up-levelled to...

scared - the dark, still buildings watched her every move as she ran by in a blur of colour.

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scared - because it was dark this could be up-levelled to...

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The snow speaks.
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Eric's eagle eats eggs.
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Pretty purple purses.
All apples are alike.

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Face the music.

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Face the music.

<https://whiterosemaths.com/homelearning/year-6/>

Friday challenge

Watch the video carefully to get the information and instructions. Then go to Seesaw and complete the task that is available for you.

<https://whiterosemaths.com/homelearning/year-6/>

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Watch the video carefully to get the information and instructions. Then go to Seesaw and complete the task that is available for you.

Year 6 Summer Term 2 SPaG Mat

①

Section 1

Can you write a passive sentence about the picture?



Section 3

Read the sentence below and underline the two words that are synonyms of each other:

Sprinting for his life, Gary was running away from a rampaging bull.

Section 2

Look at the choices of words within the brackets. Circle the correct word to fit the sentence:

The school council (disgust/ discussed) their ideas for the new playground equipment.

Not being a lover of vegetables, Aaron looked at the sprouts on his plate with (disgust/ discussed).

Section 4

Mr Whoops has accidentally jumbled up two adjectives that he used to describe his latest clumsy accident. Can you help him to unjumble them?

DWKWAAR SRIASTUODS



Section 5

Add a suffix to the word 'excite' to create a noun:

Section 6

Add a semicolon to mark the end of the independent clause, then add another related clause to the sentence.

The train rushed past the station platform _____



Spot Mr Whoops' Mistakes

Mr Whoops is a little bit clumsy...OK, OK, he's a lot clumsy! Even though he's really trying hard with his writing, he's still accidentally misspelt 13 of his Y5/Y6 key spelling words. Can you spot his mistakes?

Highlight them in the passage of text.

Could you then correct the words at the bottom of the sheet and create a list for Mr. Whoops to practise?



Activity 1

Last week, I entered a photography competition in my local newspaper. I was desperate to win because the marvelous prize was some new, state-of-the-art equipment. As a very keen amateur photographer, I was determined to win. The task was to take a photograph in my local environment to communicate the beauty and history of my hometown of Whoopsville. I decided to take a photograph of the war memorials that commemorate the brave soldiers that gave their lives in battle at my local cemetery. My first attempt at getting a picture was disastrous because I got caught up in an aggressive thunder and lightning storm. But once the rain had ceased, I managed to get an excellent shot of a gravestone surrounded in poppies with a glorious sunny backdrop. They must have loved it - I won first prize!

Mr. Whoops needs to practise these words:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



Thanks for your help! I'll get practising these words if only I could find where I'd left my pencil!

Topic Information Sheet

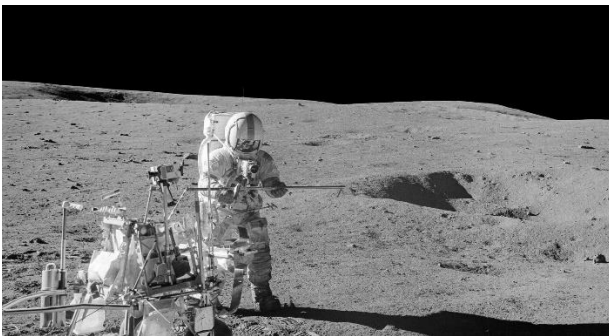
Over the next couple of days, your job is to explain who you think won the space race, USA or the USSR. Think about the different achievements of each nation and then explain why you think one country was more successful. Try to include information from different sources to support your answers. I've added links below that will help you gather your information and form your opinions.

When you are happy that you've done your research, write or type your opinions up and share them on Seesaw.

<https://www.dkfindout.com/uk/space/space-race/>

<https://www.youtube.com/watch?v=-0th7z7ybUY>

<https://www.rmg.co.uk/discover/explore/space-race-timeline>



4

A NEW BEGINNING

In the fall of 1943, Dorothy Vaughan started the school year teaching math at R. R. Moton, the black high school in Farmville, Virginia, just as she had for the past twelve years. She loved being a teacher, and she dedicated herself to helping her students as much as she could while waiting for a response to the job applications she had submitted a few months earlier.

Dorothy had plenty to keep her busy. The high school had been built for 180 students, but more than 300 now squeezed into the classrooms. She taught algebra in the school's overcrowded auditorium with two other classes taking place in the

same space. After school, she tutored students who needed more help and spent time working with the school's parent-teacher association. Outside of school, Dorothy was a founding board member of the Farmville chapter of the NAACP, the National Association for the Advancement of Colored People, a civil rights group.

"What Can We Do to Win the War?"

World War II was never far from anyone's mind. That fall, the high school's 4-H club made care packages for departing servicemen and hosted a community discussion titled "What Can We Do to Win the War?" The school sold war stamps to raise money for the military. The community held going-away parties and feasts for the young men heading off to the front lines of combat.

Dorothy updated her classes and added a unit called War-time Mathematics, where she taught students how to use math to follow a household budget and manage wartime ration books, coupon books that allowed each family only a limited amount of various supplies such as flour and sugar.

Then, in November, a letter from the National Advisory Committee for Aeronautics finally arrived. "You are hereby appointed Mathematician, Grade P-1, with pay at the rate of \$2,000 per annum," the letter said. That was more than twice

the \$850 annual salary she earned as a teacher.

When Dorothy thought about the civil service jobs she had applied for, she had mixed feelings. She was a wife and a mother of four children. The job at the Langley Laboratory was a full-time position, six days a week. If she accepted the job, she would have to move four hours away from her children, and she'd only be able to come back home to see them on holidays.

But Dorothy knew this was a very good job, one that would allow her to help her family. So she accepted. She shared the news with her family and friends. Her students were sad to see their teacher Mrs. Vaughan leave the school. The townspeople found out about Dorothy's decision when they read a notice in the Farmville section of the *Norfolk Journal and Guide*. It read: "Mrs. D. J. Vaughan, instructor in mathematics at the high school for several years, has accepted a position at Langley Field, Va."

Dorothy didn't like long good-byes. "I'll be back for Christmas," she told her four young children. She was sad to leave them, but she knew that her children would be well cared for at home in Farmville. They lived in a rambling Victorian house with their grandparents, and they were surrounded by dozens of aunts and uncles and cousins. Dorothy's children would miss their mother, but their daily schedules wouldn't change much.

For twelve years Dorothy had walked out of her front door and turned left to walk to the school where she worked. But on the morning she left for her new job at the Langley Memorial Aeronautical Laboratory, she turned in the opposite direction. And she didn't look back.

Leaving Home

Dorothy Vaughan rode a Greyhound bus 137 miles from Farmville to Newport News, Virginia. While on the bus she had plenty of time to think. What would it be like to work with white people? Would she sit side by side with young women like the ones at the State Teachers College? How would she endure the time away from her children and family?

Mile after mile, Dorothy watched the gentle hills rising and falling outside her window. She refused to feel any self-doubt. Her country needed her, and she was ready and eager to do her part to support the war effort and her family.

I can work out the meaning of words in context.

I can work out the meaning of words in context.

- When trying to work out the meaning of a new word, look at what comes before and after that word.
- The surrounding words and phrases can give you helpful clues about the meaning and structure of the new word, as well as how it is used.

• <https://www.youtube.com/watch?v=9WdZCv8e0>

Just one more type of context clue:

• **Use your knowledge of root words, word families, suffixes and prefixes.**

- Her brilliance was in her piano playing.
- Mat was ridiculed by his friends.
- The blockade at the castle defended them.
- The scientist falsified the results of his experiment.



Context Clues

- **Root word and affix:** The football team were in a celebratory mood.
- **Synonyms:** John was short-tempered and irritable. Such an irascible boy!
- **Antonyms:** Unlike her pleasant sisters, she was an irksome child.
- **Substitution:** The perished apple was not good to eat as it had been in his lunchbox for ever!
- **Definition:** Fruivorous birds prefer eating fruit to any other kind of food.
- **Example or illustration:** Some birds like to build their nests in inconspicuous spots — such as in leafy branches where they are well hidden by leaves.

Tuesday



2a - I can explain the meaning of words in context

Unknown word	What I think it means	Definition	Use the word in a new sentence

I can understand the meaning of words in context.

Homonyms

Objective

I can read a sentence with a multiple meaning word (homonym) and choose the correct meaning.

Remember do not just choose the meaning you are most familiar with. You must read the sentence carefully!

Purpose/Reason

Why learn about this?

The reason multiple meaning/homonym words are important is because they are words that you use all the time and the meaning changes depending on the context. It is important for us to be able to recognise the meaning of these words in print as well as when we are speaking and listening.




Homonyms

Multiple meaning words are words that have more than one meaning.

If you look some words up in the dictionary, the entry is very long because there are so many different meanings.

Multiple Meaning Words

I have a new chess set.
Ready, get set, go!
There is an Egyptian God named Set.
Can you set up the tent please?



Homonyms

- Multiple meaning words are called homonyms, they have the same spelling but mean different things.

For example bark:

The seal had a strange bark.

The tree bark was rough.

For example:

What is the meaning of the word charge as it is used in this sentence?

"The knights yelled 'charge,' and began to attack."

A charge means to buy something on a credit card
B charge means to run toward or at something
C charge means the amount or price of something
D charge means an accusation

Have a go:

What is the meaning of the word float as it is used in this sentence?

It is nice to just float in the water and look up into the blue, blue sky, she thought.

A float means an ice cream and soda dessert
B float means to be on top of the water
C float means a decorated vehicle in a parade
D float means to move in the air

Another one:

What is the meaning of the word trunk as it is used in this sentence?

The elephant sprayed water from its trunk to cool off.

A trunk means the main woody part of a tree
B trunk means a person's upper body
C trunk means a chest or treasure box
D trunk means an long nose that can be used much like an arm

Class Practice

- Try to see if you can find the homonym or the word with multiple meanings.
- Next you will see a slide try to come up with your answer.
- Don't tell anyone or give it away. You will get 20 seconds to think then I will count down and you can answer....



Wednesday

2a I can understand the meaning of words in context.

Homonyms:

1. A bolt of energy hit the skyscraper last year, so it burned down.

- A. "bolt" means a roll of fabric.
- B. "bolt" means a short screw.
- C. "bolt" means a flash of lightning.
- D. "bolt" means to lock or secure a door.

Read the following sentences and select the correct meaning of the homonyms according to their context.

2. I bought a stamp to send a letter to my cousin.

- A. "stamp" means to imprint a mark on something.
- B. "stamp" means a paid postage mark.
- C. "stamp" means a small block with a design.
- D. "stamp" means an act of banging down a foot.

3. "What is going on down there, with all that racket?" demanded mum furiously.

- A. "racket" means a business.
- B. "racket" means lots of noise.
- C. "racket" means easy living.
- D. "racket" means a sports bat.

4. She was the head of her class.

- A. "head" means a face of a coin.
- B. "head" means highest part of something.
- C. "head" means a title.
- D. "head" means top of body.

5. I was trying to hide my report card from my aunt, but her eagle eyes saw it immediately.

- A. "hide" means to block the view of something.
- B. "hide" means to keep something secret.

2a I can understand the meaning of words in context.

Synonyms

1. Think of another word or phrase that means the same or has a similar meaning to the one in bold. Use the rest of the sentence (the context) to help you identify its meaning.

- Climbing mountains is **risky**. _____
- The birds started to sing at **dawn**. _____
- Try to **imagine** your favourite holiday. _____
- **Perhaps** I'll go to the cinema. _____
- Do you **possess** a ball I can borrow? _____
- What time will the visitors **arrive**? _____

2. Tick the correct option.

The soldier fought a courageous battle.

In this sentence, the word **courageous** is closest in meaning to:

- | | |
|------------|--------------------------|
| difficult | <input type="checkbox"/> |
| tricky | <input type="checkbox"/> |
| successful | <input type="checkbox"/> |
| brave | <input type="checkbox"/> |

Friday

2a - I can recognise the meaning of words in context.

In each passage below there are some highlighted words, using your synonym knowledge change the words to another appropriate word. Remember not every synonym of a word will work in that context. (Sometimes more than one word will be needed.)

In the fall of 1943, Dorothy Vaughan started the school year teaching math at R. R. Moton, the black high school in Farmville, Virginia, just as she had for the past twelve years. She loved being a teacher, and she **dedicated** herself to helping her students as much as she could while waiting for a response to the job applications she had **submitted** a few months earlier.

Dorothy had plenty to keep her busy. The high school had been built for 180 students, but more than 300 now **squeezed** into the classrooms. She taught algebra in the school's overcrowded **auditorium** with two other classes taking place in the

World War II was never far from anyone's mind. That fall, the high school's 4-H club made care packages for **departing** servicemen and hosted a community **discussion** titled "What Can We Do to Win the War?" The school sold war stamps to raise money for the military. The **community** held going-away parties and feasts for the young men **heading off** to the front lines of combat.

But Dorothy knew this was a very good job, one that would allow her to help her family. So she **accepted**. She shared the news with her family and friends. Her students were sad to see their teacher Mrs. Vaughan leave the school. The townspeople found out about Dorothy's **decision** when they read a **notice** in the Farmville section of the *Norfolk Journal and Guide*. It read: "Mrs. D. J. Vaughan, instructor in mathematics at the high school for several years, has accepted a **position** at Langley Field, Va."

I knew I just needed to get away. As I peddled, my legs turned as fast as a jet engine. The blood was pumping through my body so loudly it was like a rush in my ears. When I rounded the final corner, I saw that my town was a small scattering of houses in the distance. Ahead of me was just the endless road, and the inky night sky. I gripped my handlebars tightly and pumped my legs even faster. I was a machine.

Like the beam from a powerful torch, a single, bright light suddenly cut through the sky. Then another appeared, which was a beautiful, luminous green colour. After a while, thousands of tiny lights were shooting across the vast sky, like microscopic, silent rockets.



Emotions Graph - The Clock Tower

Watch the clip and record your emotions throughout the video.



All About Figurative Language

Similes, Metaphors, Personification and Hyperbole

What Is Figurative Language?

Figurative language is a way of using words to compare something to something else – beyond the literal meaning.

Figurative language is used for emphasis and impact.

I've told you a million times to clean your room!



She ran as fast as lightning.



His team was on top of the world after winning the championship game.



Why Use Figurative Language?

Figurative language makes our writing more interesting. It also helps the reader create a mental image of our meaning.

Which sounds more interesting?

We are alike.

OR

We are two peas in a pod.

Types of Figurative Language

Here are a few types we will discuss:

Simile

Metaphor

Personification

Hyperbole

Simile

A simile compares two things by using the words 'like' or 'as.'

Your eyes sparkle **like** diamonds.

The classroom looked **like** a tornado had gone through!

I tiptoed **as** quietly **as** a mouse.

Similes always include the words 'like' or 'as.'

Metaphor

A metaphor compares one thing to another without using 'like' or 'as.'

Laughter is music for the soul.

You are my sunshine.

Those ideas are food for thought.

Metaphors say one thing *is* another.

Personification

Personification gives human qualities to animals, non-living objects or ideas.

The stars danced in the sky.

In the jungle, the lion sings tonight.

That cake is calling my name.

Personification gives something non-human the qualities of a **person**.

Hyperbole

Hyperbole is obvious exaggeration to make a point.

She knows *everything* about math!

You are the best teacher in the *entire universe*.

My hands are ice cold!

Similes and metaphors can also be examples of hyperbole.

Metaphor

She is a ray of sunshine.
I smell a rat.
He is the light of my life.
A rollercoaster of emotions.

Personification

The snow speaks.
The grass tickled my feet.
The leaves danced on the trees.
The husky corn spoke.

Onomatopoeia

Crash! Splash! Boom!
Pop! Bam! Snap!
Honk! Buzz! Drip!
Swish! Ring! Crackle!

Alliteration

Eric's eagle eats eggs.
Dreary, dismal darkness.
Pretty purple purses.
All apples are alike.

Simile

White as snow.
Quiet as a mouse.
Busy as a bee.
Cute as a kitten.

Idiom

Time flies.
Cat got your tongue.
Broken heart.
Face the music.

Hyperbole

For the millionth time, be quiet!
He's got a brain the size of a pea.
These shoes are killing me.
A snail can go faster than you!