

## Metaphors and Similes

### Materials:

- Time out Poem below
- 3 blank sheets of paper per student (Provide an example of the foldable)
- Posters for figures of speech, similes, and metaphors
- Simile/Metaphor Madness worksheet
- Identifying similes and metaphors worksheet

### Objectives:

- Students will be able to explain the difference between a simile and a metaphor.
- Students will be able to identify the two objects being compared within similes and metaphors.
- Students will be able to create their own similes and metaphors.

### Anticipatory Set:

I will begin by letting students know that I am going to read them something. I want them to close their eyes and imagine what I am reading to them. This poem should create very vivid imagery for them.

## Time out (simile, metaphor, alliteration poem)

Help, how much my heart hurts  
my mouth is as dry as a desert  
my throat is sore  
my voice is a goner  
my heart is beating as fast as a tiger  
my hand is a rattling snake  
my face is a tomato  
bye bye, boring life  
I cannot take it no more  
I lay my head  
upon my knee  
now blow the whistle referee

### Jana Ghossein

I will ask students to tell me what they envisioned in their head. Did they really view a desert in their mouth? Or did they just envision that it was really dry? Did they envision someone with a hand that was a rattle snake? Or did they just envision someone shaking really badly? To review some content that we have discussed previously, I will ask students what it is called when we use language that isn't intended to be interpreted literally. (**Figurative Language/Figures of Speech**)

### Input:

Before we get started, I will have students create a foldable with six flaps. Using three full papers, stagger the papers so that each end is about 1- 1 ½ inches apart. Then staple the top so it creates a flap book. (See example) Students will use this foldable to record information about figures of speech. On the very top small flap, students will write “A figure is worth 1000 words” and their name needs to be on it as well. Students can draw pictures and decorate this flap if they have time at the end.

Throughout this unit, I will have cut out poster shapes that will be laminated for major terms and poems I want them to remember. Using one of the poster shapes, I will introduce the terms **figures of speech, metaphors, and similes**. On the first poster board, I will have the term **figures of speech**. On the second flap in their flip book, students will write “What exactly is a figure of speech?” On the poster board, I will have a spot for the definition and another for examples. The definition for a figure of speech is: when you say one thing but mean another, a group of words used to explain or compare a certain quality, or an exaggeration. (I will bullet them under the definition). Students will write this definition on the back side of the top small flap. (See example) Then the four examples of figures of speech that we will learn are similes, metaphors, personification, and idioms. This will go on the front part of the second flap, but it should be covered by the top flap. (See example) The first figure of speech we are going to discuss today is a simile. I will put the cut out poster board shape under the Elmo so students can see the word. Students will write the word “Simile” on the bottom of the third flap. Then I will ask them if, when they look at the word, they can see another word that might help us figure out the definition (**similar**). If something is similar it means that it is *like* something else. **A simile is a figure of speech that compares two things by using *like* or *as*.** I will put this definition on my poster board. Students should put this definition on the back side of the second flap. (See example) Then we will come up with several examples and I will write them on the poster board under “examples”. Students should write down several examples as well. We will also take a look at the poem that I read at the beginning of class to highlight examples of similes in the poem. Then I will use the same tactic with a metaphor. **A metaphor is a figure of speech that compares two things by saying that something is something else.** This will go under the definition on the poster board and then we will provide several examples to put on the poster board as well. Students will put “Metaphor” on the fourth flap in their flip book. They will write the definition and examples of metaphors on the back side of the third flap. Again, we will take a look at the poem I read at the beginning of class and highlight examples of metaphors in the poem.

### Guided Practice

Using the “Simile/Metaphor madness!” worksheet, I will help students create their own metaphors and similes. For the first half of the worksheet, I will have students come up with metaphors. The worksheet gives a starting object such as “Tears are...” then I will help them come up with something to compare tears to in order to create a metaphor. For the first example, I will complete it for them by voicing my thought process. I want to think about what tears are like. Tears are pretty watery and when I think of water, especially streaming down my face, I think of rivers! I could say that tears are rivers, streaming down my face. Once I do the first one, I will help students come up with examples for the next one. By the last few examples, I want students to come up with their own and we will share them with the class. Then we will move on to the bottom portion of the worksheet with similes. The simile section gives you two blanks to of objects to compare and gives you a description of how those two things are alike. The first

example is \_\_\_\_\_ as loving as \_\_\_\_\_. So I would repeat my thought process of how to come up with an example of a simile. When I think of loving, I think of my mom. So for the first blank I would put, "My mom is as loving as \_\_\_\_\_". Then I need to think of something that is "loving" that I could compare my mom to. When I think about something being loving, I usually think of a cute little puppy. So my simile is "My mom is as loving as a puppy". We will continue to work on similes together and by the last one, I want them to try it on their own and we will share them with the class.

### **Individual Practice:**

Students will complete the "Identifying Similes and Metaphors" worksheet. They will be required to identify whether the sentence uses a simile or a metaphor. Then they will need to underline the two things that are being compared. I will complete the first one with students so they understand the assignment, then the rest will need to be completed on their own for homework that will be due tomorrow.

### **Closing Activity**

Students will need to come up with an example of their favorite simile and their favorite metaphor. They will need to write a sentence using their favorite examples on the same flap that the words "Simile" and "Metaphor" are on. They will then draw a picture using the figurative and literal meaning of the simile. (See example) They will use this as a guide to help them remember what similes and metaphors are.

### **Assessment:**

Using the "Identifying Similes and Metaphors" worksheet, I will be able to assess whether or not students can identify two things being compared in similes and metaphors. Using that same activity, I will be able to assess whether or not they can identify metaphors and similes in writing. Using our Guided Practice worksheet, I will be able to assess whether or not students can create their own metaphors and similes with help. I will also use the exit slip to assess whether or not they can create metaphors and similes on their own.

### **Resources:**

- E Reader Worksheets- Metaphor Examples: <http://www.ereadingworksheets.com/figurative-language/figurative-language-examples/metaphor-examples/>
- Poem Finder- Time Out Poem: <http://www.poemhunter.com/poem/time-out-simile-metaphor-aliteration-poem/>

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

Date: \_\_\_\_\_

## Identifying Similes and Metaphors

**Directions:** Read each of the following sentences and identify whether or not they contain an example of a metaphor or simile. Write the word “Metaphor” or “Simile” at the end of each sentence, and then underline the two objects being compared.

**Example:**

My hand was a rattle snake as I tried to hold onto the railing. – Metaphor

1. He pleaded for her forgiveness but Janet’s heart was cold iron
2. She ran like a race horse across the finish line.
3. When she gets embarrassed, her face turns as red as a clown's nose.
4. Waves of spam emails inundated his inbox.
5. He swims like a fish in the ocean.
6. He waved his blue ribbon looking as proud as a peacock.
7. The test was a walk in the park.
8. Grandma is as busy as a queen bee in her hive.
9. Kisses are the flowers of love in bloom.
10. The promise between us was a delicate flower.

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1. Metaphor- Heart & cold iron
2. Simile- She ran & race horse
3. Simile- Face & clown’s nose
4. Metaphor- Waves & emails
5. Simile- He swims- a fish in the ocean
6. Simile- He & a peacock
7. Metaphor- test & a walk in the park
8. Simile- Grandma & queen bee
9. Metaphor- Kisses & flowers
10. Metaphor- Promise & delicate flower