



This Really Good Stuff® product includes:

- **Words are CATegorical Similes and Metaphors Banner**
- This Really Good Stuff® Activity Guide

Congratulations on your purchase of this Really Good Stuff® **Words Are CATegorical® Similes and Metaphors Banner**—an engaging and attractive visual aid to help students grasp the meaning and correct usage of similes and metaphors.

Meeting Common Core State Standards

This Really Good Stuff® **Words Are CATegorical® Similes and Metaphors Banner** is aligned with the following Common Core State Standards for English Language Arts:

Vocabulary Acquisition and Use

L.5.5a Interpret figurative language, including similes and metaphors, in context.

Displaying the Words Are CATegorical® Similes and Metaphors Banner

Before displaying the **Words Are CATegorical® Similes and Metaphors Banner**, make copies of this Really Good Stuff® Activity Guide and file the pages for future use. Or, download another copy of it from our website at www.reallygoodstuff.com. Hang the Banner where students will be able to see it easily.

Introducing the Words Are CATegorical® Similes and Metaphors Banner

Take out two pieces of chart paper. On one piece, write Similes at the top and below it write the sentence _____ is as _____ as _____. and _____ like _____. On the other piece of chart paper, write Metaphors at the top and below it write _____ is a _____ because _____. Gather students around the Banner. Point to the left-hand side and ask your students if they know what a simile is. Read the definition on the Banner aloud, along with the examples. Ask your students to help you brainstorm a Class Simile List. Record

their answers on the chart paper and hang it by the Banner. Encourage students to refer to them both for help with speaking, reading, and writing using similes. Repeat this process when you introduce metaphors.

Simile Metaphor Sort

Take out a stack of sentence strips. Write a simile sentence on six of the strips and a metaphor sentence on the other six. Write *Simile* on one index card and *Metaphor* on another. Take out two hula hoops or tape a T-chart to the floor using colored masking tape. Place the sentence strips in a stack. Place the simile index card and metaphor card at the top of each column in the T-chart or inside the top of each hula-hoop. Gather your students together where they can easily view the *Simile and Metaphor Banners* and the sort. Review the definitions for a simile and a metaphor. Ask them what is the same or different about a simile and a metaphor. Explain that they are going to sort sentences into either the Simile or Metaphor column on the T-chart (or into the correct hula-hoop). Ask students to come up one at-a time to read a sentence strip and sort it into the Simile or the Metaphor column/circle. After all the strips have been sorted, divide the students into groups. Give each group a sentence strip and ask them to create one metaphor and one simile sentence. Gather the students back together. Let each group read their sentence strip and see if their classmates can sort it into the correct column/hoop.

All About Me

Draw a big picture of yourself onto chart paper. Write *I'm as _____ as _____.* at the top of the picture. Be sure to include specific details in your picture, such as specific clothing you like to wear. Grab a stack of copy paper, a set of markers, a pack of sticky notes, and gather your students together where they can easily view the drawing. Explain that they are going to use similes to



describe you. Point to the sentence stem at the top of your drawing and explain that they are going to use this simile sentence to help them describe you. Take out one sticky note and model how to create a simile sentence. For example, *I am as smart as a tack*. Pair the students with a partner. Give each partner group one sticky note and let them use the sentence stem to write their own simile sentence. Gather the students back together and let each group share their simile sentence and stick it onto the drawing. Explain that they are now going to get to create simile sentences about themselves. They will draw a picture of themselves on the front of their paper and write several simile sentences about themselves on the back. Give each student a piece of copy paper on which to create their drawing and sentences. Gather the students back together and let them take turns sharing their work.

Simile Paint Chips

Ask your local hardware store or any store that sells paint for a variety of color paint chips. Make sure you have enough chips for each student in your class, plus a few extras. Gather your students together and review the simile side of the *Banner*. Hold up your paint chip and explain that they are going to create their own simile paint chip. Model how to write the color at the top of the paint chip. Then, write different simile sentences about your color. For example, if your paint chip is yellow you might write *Yellow is as bright as sunshine* on the first paint chip. Keep using the *Yellow is as _____ as _____* form as you model how to fill in different words to describe yellow using similes. Give each student a color paint chip. Encourage them to take turns sharing their completed simile paint chips.

How Full Is Your Bucket?

Take out one plastic cup and sheet of blue construction paper for each child in your class. Create your own bucket by using a permanent

marker and writing *Your name is a _____ because . . .* on the outside of your cup. For example, you might write *Ms./Mr. Smith is a walking encyclopedia because. . .* Draw and cut out raindrops from the blue paper. Write different phrases to complete the sentence on your cup. For example, *he/she can find any answer* would finish the sentence on the cup. Read the book "How Full Is Your Bucket". Explain that each student will get to create his or her own bucket using metaphors. Show students your bucket and read the sentence on the outside of your cup. Take out each raindrop to read how you finished your sentence and created your metaphor. Give each student a cup and a permanent marker. Have them work with a partner to create a metaphor sentence. Then, have them work independently to draw, write, and cut out raindrops to go in their bucket. Let them share their metaphor buckets with their classmates and hang them up by stapling the back of the plastic cup to your wall. Leave blue paper, a marker, and scissors below the buckets so that classmates can add raindrops to each other's metaphor buckets.

Partial Metaphors

For this activity, write 10 or more partial metaphors on individual index cards. For example, you might write *pain-neck* and *You are being a _____* on one card, or *John-clown* and *John is _____* on another. Gather a small group of students together (no more than four) and review the right-hand side of the *Banner* and Class Metaphor List. Pull out one card and work on solving the partial metaphor together. Assign each child a partial metaphor and see if he/she can solve it. After your students have solved one partial metaphor, give them a new card or let them trade with a classmate. After they have all had enough time to complete a few partial metaphors, review them as a group. You might want to place this activity in a literacy station to extend their understanding of metaphors.