

Similes, Metaphors, and Personification

Both **similes** and **metaphors** are forms of comparison that compare words in a sentence. They can be used to make your sentences more interesting. How are **similes** and **metaphors** different?

A **simile** is a word that compares words in a sentence. You can usually tell if a **simile** is present in a sentence when you see the words **as** or **like**.

Don ate his salad **like** a vacuum cleaner.

His arms were weak and felt **like** noodles.

The thunder was as loud **as** fireworks.



You can see that the underlined words in the sentences above are compared to each other. The words **as** and **like** are bolded to show that a **simile** occurs in this sentence.

Like a simile, a **metaphor** compares words in a sentence; however, instead of saying that one thing is **like** something else, a **metaphor** actually makes one thing become something very different by **renaming** it. A metaphor can sometimes use words like **is**, **are**, or **was** (and other words) to signal that a metaphor is present. However, a metaphor **never** uses the words **like** or **as** to compare.

The smoke **was** cotton balls billowing from the chimney.

You **are** my hero.

The sun **was** a furnace.



You can see in these examples that the first underlined word is actually renamed by the second underlined word. The bolded words are bolded to show that the second underlined word **is** something else.

A. Below are sentences that contain **similes** and **metaphors**. Underline the two words in each sentence that are being compared.

1. The cat's fur was a blanket of warmth.

2. The lamp was a beacon of sunshine.

3. The fireworks were a lantern in the sky.

4. John slept like a log.

5. Mary was as sweet as pie.

6. George is lightning as he runs the race.

7. Gwen sings like an expert.

8. Mark's voice is velvet.

9. Cindy is a fish when she swims.

10. Tom is like a computer when he does his math.



B. Write on the lines below whether each sentence above is a **simile** or a **metaphor**. Write **S** for **simile** or **M** for **metaphor**.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Similes, Metaphors, and Personification

A. Below are several sentences. If a **metaphor** is present, write a **simile** to take its place. If a **simile** is present, write a **metaphor** to take its place. It is fine to slightly modify your sentences in your answers.

1. Mike is a chef when he's in the kitchen.

2. Barbara is as hungry as a horse.

3. The car was a jet when it passed by us.

4. Kenny played the violin like an expert.

5. The music was as soothing as rain.

6. The grass is a green carpet for the golfers.

7. The inside of the car was a refrigerator.

8. Beth became the dance as the music played.

9. His stomach was a bottomless pit.

Similes, Metaphors, and Personification

Personification is the act of giving non-living things human characteristics.

Here is a sample of a short paragraph that uses **personification** to describe a house.

Our house is an old friend of ours. Although he creaks and groans with every gust of wind, he never fails to protect us from the elements. He wraps his arms of bricks and mortar around us and keeps us safe. He's always been a good friend to us and we would never leave him.

- A. Underline all words and phrases above that show **personification**.
- B. Finish the sentences below with examples of **personification**. Remember to choose a word that would normally be a characteristic or an action of a human. The first one has been done for you.

1. The snow whispered as it fell to the ground.
2. The baseball bat _____ as Casey hit the ball.
3. The printer _____ out the copies that I printed.
4. The cup _____ an entire jar of tea.
5. The floor _____ as the elephant walked across it.
6. The car _____ as the key was turned.
7. The alarm clock _____ that it was time to get up.
8. The stars _____ at us from the night sky.
9. The chocolate cake was _____ my name.
10. The old refrigerator _____ a sad tune as it ran.



Similes, Metaphors, and Personification

A. Write a sentence that shows **personification** for each item listed below.

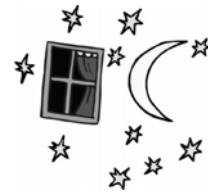


1. lightning

2. car



3. stars



4. wind



Lesson 8
Day 5

Date: _____

Similes, Metaphors,
and Personification

A. Write on each line whether the sentence contains a **simile**, **metaphor**, or **personification**.

1. _____ He is like a rocket on his bike.

2. _____ The fire roared to life.

3. _____ The leaves fell like rain.

4. _____ The glasses danced on the shelf during the earthquake.

5. _____ The clock is the keeper of time.

6. _____ The water called invitingly to the hot children.

7. _____ The rusty door hinge screamed every time the door opened.

8. _____ The wind was like a piercing arrow.

9. _____ The stage was the canvas upon which the play was painted.

10. _____ The train screamed down the tracks.

11. _____ Music is the salve that soothes us.

12. _____ The swing rocked like a baby learning to walk.

13. _____ Fruit is fuel for a healthy body.

14. _____ The fresh apple was crispy like a new dollar bill.

15. _____ Water is the hammer that erodes the rocks.



Explanatory Writing

In this lesson you will write an **explanatory writing** that is **four** paragraphs in length. An explanatory writing is also called an **expository writing**. An explanatory writing presents information or explains how to do something that is not obvious. The author of an explanatory writing should not assume that the reader has any prior knowledge or understanding of the task or process being explained. This means that the author must use words that are very clear when discussing the task or process.

An explanatory writing is structured very similarly to many other types of writings in that it contains an introductory paragraph, a body (one or more paragraphs), and a concluding paragraph. The introductory paragraph in an explanatory writing clearly states what is about to be explained, described, or analyzed. The paragraphs of the body are arranged in the correct logical order (the necessary steps to describe or complete the task). The concluding paragraph summarizes the task or description discussed in the body of the writing. In other words, it restates the purposes of the writing.

You will now develop a four paragraph explanatory writing. Explain the process for **putting a puzzle together**.



Outlining Process

We will now begin writing your explanatory writing assignment with the outlining process. Outlining is the process where information about the writing is gathered in order to complete a rough outline and a final outline.

The entire outlining process is explained in **Appendix B**. If you need help in completing the rough outline or the final outline, use Appendix B. Whether or not you use Appendix B, you still need to complete the rough outline and the final outline.

Complete the rough outline

Rough Outline

Main topic:

Subtopic #1: _____

Details: _____

Subtopic #2: _____

Details: _____

Explanatory Writing

Complete the final outline

Final Outline

Introductory Paragraph:

Subtopic #1:

Topic Sentence:

Detail Sentences:

Ending Sentence: (written after the topic sentence and detail sentences)

Subtopic #2:

Topic Sentence:

Detail Sentences:

Ending Sentence: (written after the topic sentence and detail sentences)

Concluding Paragraph:

Explanatory Writing

Edit the rough draft

It is now time to **edit** the rough draft you wrote on Day 3. Use the editing marks shown in **Appendix C** to correct any mistakes.

Do your paragraphs say what you want them to say? Do the words you chose make sense?

Look for and fix the following errors: 1) incorrectly used, misspelled, or misplaced words, 2) incorrect or missing spacing, 3) incorrect, missing, or misplaced punctuation, and 4) incorrect or missing capitalization.

