Meet Super Simile Man...

...able to describe anything with a little help from **LIKE** and **AS**.

A simile compares two different things using the words **LIKE** or **AS**. Similes help readers see things vividly.

His eyes are like piercing lasers.

His pens fly across paper like supersonic jets.

His imagination soars like a high-flying bird.

His smile is as dazzling as the sun.

His mind is as bright as a 500-watt light bulb.
Meet Super Simile Man . . .

Introduction
Similes are powerful descriptive tools that help readers see something in a new way. In these activities, students will learn to identify and create similes to strengthen their own writing.

Materials
One copy of each reproducible page per student; drawing or construction paper; coloring pencils, markers, or crayons.

Getting Started
Ask students to recall these classic lines heard at the start of a Superman movie or TV show: “Faster than a speeding bullet!” and “More powerful than a locomotive!” Point out that Superman is compared to speeding bullets and locomotives to describe his speed and strength. Next, ask students to suggest other comparisons that might be made with his abilities. Challenge students to phrase these comparisons that are overused—also called clichés—tend to lose their meaning and become less effective. Distribute copies of page 3 and as a group discuss the first cliché shown. Brainstorm ideas for a new simile to complete the sentence. For example, appropriate comparisons for the cliché “ran like the wind,” might be “. . . ran like its tail was on fire,” or “. . . ran like it was being chased by a mountain lion.” Once students have the idea, have them complete the sentence. For example, appropriate comparisons for the simile “as sharp as a tack” might be “. . . as sharp as a pin,” or “. . . as sharp as a needle.”

Creating Word Pictures
With Similes
Before displaying the chart, tell students that you are going to introduce them now to another superhero—one with very different powers from those Superman has. Write the chart on the chalkboard: the five similes found on the chart. Then distribute drawing materials to each student. Ask students to draw in whatever detailed features they want their superheroes to have. Then on the back of the page, students should create five or more similes that describe their heroes. Write their names and the similes on the board, invite students to draw what they imagine their superheroes might look like. Then display the chart and distribute a copy of page 1 to each student. Ask students to discuss how their own drawings compare with those of the superhero, as depicted on the chart.

Similes, by definition, must contain the word like, as, or than.

ANSWERS: Pages 3 and 4. Answers will vary.

Becoming a Cliché Crasher
Ask students if they are already familiar with any of the similes listed on the poster. If not, do they know of any comparisons that are similar? For example, another way to describe someone as exceptionally bright might be to say that he or she is “as sharp as a tack.” Inform students that comparisons that are generalized—also called clichés—tend to lose their meaning and become less effective. Distribute copies of page 3 and as a group discuss the first cliché shown. Brainstorm ideas for a new simile to complete the sentence. For example, appropriate comparisons for the simile “as high as a mountain” might be “. . . as high as a flagpole,” or “. . . as high as a mile.” Once students have the idea, have them complete page 5 on their own.

Personal Superhero Similes
Tell students that they will now have the opportunity to create a superhero of their own. To get started, have students jot down some of the traits that they would want their superheroes to have. Then distribute a copy of page 4 to each student. Tell them to draw in whatever detailed features they want their superheroes to have. Then on the back of the page, students should create five or more similes describing various aspects of that character. (You may wish to suggest comparisons, such as “as far as,” “as strong as,” “as fast as,” etc.)

SIMILES:

1. The baby’s skin was smooth as silk, or smooth as . . .

2. Scream” coming from the haunted house turned Dorothy’s face white as a sheet, or white as . . .

3. The empty box was light as a feather, or light as . . .

4. Jesse’s heart sank like a lead balloon, or like . . .

5. Mrs. Corcoran’s students rushed about, busy as beavers, or busy as . . .

6. The time flew by quick as a wink, or quick as . . .

7. To Kira, the set of stairs she needed to climb looked as high as a mountain, or as high as . . .

8. His mind is as bright as a 500-watt light bulb.

9. His eyes are like plunging waters.

10. His head swiveled as a hawks.

My Own Superhero!
Create your own superhero with amazing powers. First, draw in the details that make your superhero special. Then think of five or more similes that describe your hero. Fill in the lines on the newspaper page below with your similes or write a short article about your superhero and weave in the similes you create.

Increasing Writing Stamina
Students will need at least 20 minutes to complete the assignments on pages 3 and 4. Have students share their superheroes with one another; display their superheroes in the classroom; or have them create a newspaper page that even without pictures these images drawn with words allow readers to “see the pictures” in their own mind’s eye.

WRITING

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Creating Word Pictures With Similes
Before displaying the chart, tell students that you are going to introduce them now to another superhero—one with very different powers from those Superman has. Write on the chalkboard the five similes found on the chart. Then distribute drawing materials to each student. Using the similes on the board, invite students to draw what they imagine the hero’s eyes, smile, mind, and so on as the similes describe them. Point out that one great thing about good writing is that even without pictures these images drawn with words allow readers to “see the pictures” in their own mind’s eye.

Becoming a Cliché Crasher
Ask students if they are already familiar with any of the similes listed on the poster. If not, do they know of any comparisons that are similar? For example, another way to describe someone as exceptionally bright might be to say that he or she is “as sharp as a tack.”

Personal Superhero Similes
Tell students that they will now have the opportunity to create a superhero of their own. To get started, have students jot down some of the traits that they would want their superheroes to have. Then distribute a copy of page 3 and as a group discuss the first cliché shown. Brainstorm ideas for a new simile to complete the sentence. For example, appropriate comparisons for the similes listed on the poster. If not, do they know of any comparisons that are similar? For example, another way to describe someone as exceptionally bright might be to say that he or she is “as sharp as a tack.” Inform students that comparisons that are overused—also called clichés—tend to lose their meaning and become less effective.

Create your own superhero with amazing powers. First, draw in the details that make your superhero special. Then think of five or more similes that describe your hero. Fill in the lines on the newspaper page below with your similes or write a short article about your superhero and weave in the similes you create.

My Own Superhero!

Be a Cliché Crasher!

Create a new simile to replace the cliché highlighted in italics.

1. As soon as the starting gun went off, the horse ran like the wind, or like . . .

2. Screams coming from the haunted house turned Dorothy’s face white as a sheet, or white as . . .

3. The baby’s skin was smooth as silk, or smooth as . . .

4. The ketchup poured out slow as molasses, or slow as . . .

5. The empty box was light as a feather, or light as . . .

6. Jesse’s heart sank like a lead balloon, or like . . .

7. Mrs. Corcoran’s students rushed about, busy as beavers, or busy as . . .

8. The time flew by quick as a wink, or quick as . . .

9. Antonia’s new talking doll has a laugh like a hyena, or a laugh like . . .

10. To Kira, the set of stairs she needed to climb looked as high as a mountain, or as high as . . .
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Getting Started
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Creating Word Pictures With Similes
Before displaying the chart, tell students that you are going to introduce them to another superhero—one with very different powers from those Superman has. Write on the chalkboard the five similes found on the chart. Then distribute drawing materials to each student. Using the similes on the chart and distribute a copy of page 4 to each student. Tell them to draw in whatever detailed images they wish to show. Brainstorm ideas for a new simile to complete the last sentence. For example, appropriate comparisons for the simile “as sharp as a tack” might be “as strong as a lion,” “as fast as the wind,” or “as fierce as a lion.” Once students have the idea, have them complete page 4 on their own.

Do they feel that the artist accurately captured the superhero’s eyes, smile, mind, and so on as the similes describe them? Point out that one great thing about good writing is that even without pictures these images drawn with words allow readers to “see the pictures” in their own mind’s eye.

Becoming a Cliché Crasher
Ask students if they are already familiar with any of the similes listed on the poster. If not, do they know of any comparisons that are similar? For example, another way to describe someone as exceptionally bright might be to say that he or she is “as sharp as a tack.” Inform students that comparisons that are overused—also called clichés—tend to lose their meaning and become less effective. Distribute copies of page 3 and as a group discuss the first cliché shown. Brainstorm ideas for a new simile to complete the sentence. For example, appropriate comparisons for the cliché “ran like the wind” might be “ran like its tail was on fire,” “ran like its tail was on ice,” or “ran like it was being chased by a mountain lion.” Once students have the idea, have them complete page 3 on their own.

Personalsuperhero Similes
Tell students that they will now have the opportunity to create a superhero of their own. To get started, have students jot down some of the traits that they would want their superheroes to have. Then distribute a copy of page 4 to each student. Tell them to draw in whatever detailed features they want their superheroes to have. Then on the back of the page, students should create five or more similes that describe your hero. Fill in the lines on the newspaper page below with your similes or write a short article about your superhero and weave in the similes you create.

My Own Superhero!

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**Meet Super Simile Man . . .**

**INTRODUCTION**

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**MATERIALS**

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**GETTING STARTED**

Ask students to recall these classic lines heard at the start of a Superman movie or TV show: “Faster than a speeding bullet” and “More powerful than a locomotive!” Point out that Superman is compared to speeding bullets and locomotives to describe his speed and strength. Next, ask students to suggest other comparisons that might be made with his abilities. Challenge students to phrase these in the form of a simile. (If necessary, remind students that similes, by definition, must contain the word like or as.)

**CREATING WORD PICTURES WITH SIMILES**

Before displaying the chart, tell students that you are going to introduce them now to another superhero—one with very different powers from those Superman has. Write the chartboard the five similes found on the chart. Then distribute drawing materials to each student. Using the similes on the board, invite students to draw what they imagine the super-hero’s eyes, smile, mind, and so on as the similes describe them. Point out that one great thing about good writing is that even without pictures these images drawn with words allow readers to “see the pictures” in their own mind’s eye.

**DO THEY FEEL THAT THE ARTIST ACCURATELY CAPTURED THE SUPER-HERO’S EYES, SMILE, MIND, AND SO ON AS THE SIMILES DESCRIBE THEM?**

**ANSWERS:** Pages 3 and 4. Answers will vary.

**BEING A Cliché CRASHER**

Ask students if they are already familiar with any of the similes listed on the poster. If not, do they know of any comparisons that are similar? For example, another way to describe someone as exceptionally bright might be to say that he or she is “as sharp as a tack.” Inform students that comparisons that are overused—also called clichés—tend to lose their meaning and become less effective. Distribute copies of page 3 and as a group discuss the first cliché shown. Brainstorm ideas for a new simile to complete the sentence. For example, appropriate comparisons for the cliché “ran like the wind” might be “. . . ran like its tail was on fire,” or “. . . ran like it was being chased by a mountain lion.” Once students have the idea, have them complete the simile on their own.

**PERSONAL SUPERHERO SIMILES**

Tell students that they will now have the opportunity to create a superhero of their own. To get started, have students jot down some of the traits that they would want their superheroes to have. Then distribute a copy of page 4 to each student. Tell them to draw in whatever detailed comparisons that are similar? For example, another way to describe someone as exceptionally bright might be to say that he or she is “as sharp as a tack.” Inform students that comparisons that are overused—also called clichés—tend to lose their meaning and become less effective. Distribute copies of page 3 and as a group discuss the first cliché shown. Brainstorm ideas for a new simile to complete the sentence. For example, appropriate comparisons for the cliché “ran like the wind” might be “. . . ran like its tail was on fire,” or “. . . ran like it was being chased by a mountain lion.” Once students have the idea, have them complete page 3 on their own.

**CREATE YOUR OWN SUPERHERO WITH AMAZING POWERS.**

First, draw in the details that make your superhero special. Then think of five or more similes that describe your hero. Fill in the lines on the newspaper page below with your similes or write a short article about your superhero and weave in the similes you create.

**NAME ___________________________________ DATE __________________**