



Myself as a Simile

By: Michelle Bouslog

EdTech teacher; M.A.Ed. in EdTech, Concordia University St. Paul, MN

Language Arts
Grades 3-5



Introduction

Are you as tough as nails, as funny as a barrel of monkeys, or as brave as a lion? In this lesson you will be designing a poster so your classmates can get to know you, in simile style! We hope your posters are as cool as cucumbers...

Learning Objectives

[CCSS.ELA-Literacy.L.4.5.a](#). Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

Materials Needed

- *Muddy as a Duck Puddle* by Laurie Lawlor
- Paper and crayons

Procedure

1. The teacher will explain to the class that a simile is a figure of speech that compares two things using words like, as, or than. "This book, *Muddy as a Duck Puddle*, has a collection of similes from A to Z. Listen to the unique and sometimes humorous ways they use the similes to describe things."
2. After reading, reflect with the students on various similes that stood out to them. Create a circle map as a class that lists as many similes as can be thought of.
3. Students should return to their desks and sketch ideas they have for bicycle protection inspired by plants and animals. They can either do this individually, with a partner, or with a small group. Once they have a strong idea, they can use the maker space/recyclable materials to start designing their creation!
4. Tell students that today they are going to draw a self-portrait. The self-portrait can be drawn exactly how they look today or can be creative (you can make yourself into a warrior, a bat-girl, or a robot). Then, write three or more similes around the self-portrait to describe yourself.
5. After students have completed their self-portrait, use a gallery walk to share student work. In this version of a gallery walk, half the class will hang their posters on the wall while the other class tours the gallery. The teacher can set a timer for one minute, and when it goes off the students can rotate. Switch groups once the first group of students has made it all the way around.

Continued on page 2



Myself as a Simile

By: Michelle Bouslog

EdTech teacher; M.A.Ed. in EdTech, Concordia University St. Paul, MN

Language Arts
Grades 3-5



Continued from page 1

Evaluation

Students will turn in their posters. Grade students based on the completion and creative accuracy (was the simile understandable or a stretch?) of the three similes.