

# Week 2 - Package 1 - Year 5 & 6 English - Personification- Part 1

## Things your child will need

Have these things available so your child can complete this task

Ideal	Back up
<a href="#">Personification video part 1</a>	<a href="#">Personification Part 1- PowerPoint presentation</a> - printed
Activity sheet 1	Paper
Activity sheet 2	
Activity sheet 3	
Pencil <b>or</b> pen	

## Before your child starts

This lesson is the first of three lessons about the literary device personification.

### What are literary devices?

Literary devices are used in texts to connect with the reader and convey meaning. As your child reads they are beginning to recognise simple literary devices used by authors. Your child is also beginning to learn how to explain why the author has used the device. In narratives or stories, authors might use literary devices such as personification, similes, alliteration, onomatopoeia and imagery to engage the reader and allow them to visualise the setting and characters.

### What is personification?

Personification is attributing or giving human characteristics to abstractions such as love, things (for example: trees sighed and moaned in the wind) or animals (for example: the hen said to the fox ...). Personification is used by authors to engage the reader with their imagery.

# What your child needs to do

Your child will watch a video of a lesson about personification. The teacher will guide your child as they learn how to identify, explain and create examples of personification.

Throughout the lesson, your child will be asked to pause the video to complete an activity on the activity sheets.

By the end of the lesson, your child will have activities to support them to be able to:

- match human characteristics with a noun
- visualise what the noun and action will look like
- create a sentence using the personification
- include punctuation to make the sentence complete.

# What your child can do next

Your child will be matching human characteristics with a noun and creating a sentence based on these pairs.

# Options for your child

Activity too hard?	Activity too easy?
Work with your child to complete one simple sentence with a more obvious pair such as trees and waving.	Your child might create an extended piece of writing with more examples of personification.

# Extension/Additional activity

Your child might read some poetry and find some more examples of personification.

# Activity sheet 1: volcano brainstorm

## Learning intention:

To create a brainstorm of vocabulary to describe a volcano

## Success criteria

- I can add technical terms.
- I can add sophisticated adjectives and verbs.
- I can use my senses to brainstorm vocabulary.
- I can use my background knowledge to help.
- I can use research to add ideas.

## Volcano brainstorm:



## Activity sheet 2: Newsflash!

Headline:

(Something short and sharp that will grab the reader)

Summary

No more than ten words.

Visual Representation

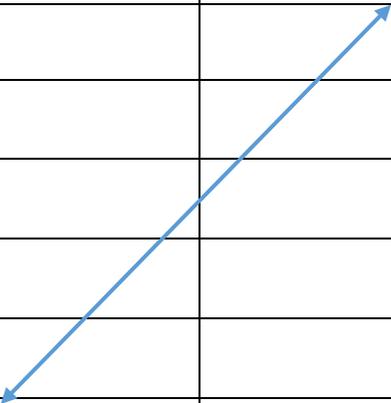
An image of what personification might look like.

# Activity sheet 3: Personification match-up

To be successful I will:

- read the examples
- visualise which matches make sense
- draw a line from the noun to a human characteristic of my choice.

marched	clouds
stomped	tree branches
tiptoed	waves
cried	soil
laughed	high chair
punched	computer
giggled	console
slapped	coffee machine
held	tree roots
embraced	sand
growled	desert
smiled	forest
scratched	water
pinched	storm clouds
licked	lightening
danced	thunder
twirled	glass window
pirouetted	front door
skated	mushroom
frowned	grass



## Activity sheet 3: Personification match-up (Modified)

To be successful I will:

- read the examples
- visualise which matches make sense
- draw a line from the noun to a human characteristic of my choice.

Tip: you can cut these out and attempt different matches to find one I am happy with.

Noun	Human characteristic
sun	pinched
sword	hugged
jumper	swallowed
lounge	hid
dog	stomped
bag	cried
guitar	giggled



My favourite match:

Why do you like it the most?

# Week 2 - Package 2 - Year 5 & 6 English - Personification - Part 2

## Things your child will need

Have these things available so your child can complete this task

Ideal	Back up
<a href="#">Personification part 2 video</a>	<a href="#">Personification Part 2 PowerPoint presentation</a> -printed
Activity sheet 1 Activity sheet 2	Paper
Pencil <b>or</b> pen	
Highlighter	(underline or coloured pencil)

## Before your child starts

This lesson is the second of three lessons about the literary device personification.

### What are literary devices?

Literary devices are used in texts to connect with the reader and convey meaning. As your child reads they are beginning to recognise simple literary devices used by authors. Your child is also beginning to learn how to explain why the author has used the device. In narratives or stories, authors might use literary devices such as personification, similes, alliteration, onomatopoeia and imagery to engage the reader and allow them to visualise the setting and characters.

### What is personification?

Personification is attributing or giving human characteristics to abstractions such as love, things (for example: trees sighed and moaned in the wind) or animals (for example: the hen said to the fox ...).

Personification is used by authors to engage the reader with their imagery.

# What your child needs to do

Your child will watch a video of a lesson about personification. The teacher will guide your child as they learn how to identify, explain and create examples of personification.

Throughout the lesson, your child will be asked to pause the video to complete an activity on the activity sheets.

By the end of the lesson, your child will have activities to support them to be able to:

- Identify personification in texts
- Consider why authors use personification.

# What your child can do next

Your child will be analysing texts to locate personification.

# Options for your child

Activity too hard?	Activity too easy?
Have your child use one paragraph from the novel extract.	Your child might find some examples in novels or online poetry and discuss.

# Extension/Additional activity

Your child might create more examples using everyday objects in the house.

# Activity sheet 1: Finding personification in poetry

## Your task:

Read the following poetry extract and complete the following tasks:

- Highlight the noun being personified
- Highlight in a different colour the human characteristics the author uses
- Think about why the author might have used personification in this poem?

## The Walrus and the Carpenter

By Lewis Carroll



"The sun was shining on the sea,  
Shining with all his might:  
He did his very best to make  
The billows smooth and bright —  
And this was odd, because it was  
The middle of the night.

The moon was shining sulkily,  
Because she thought the sun  
Had got no business to be there  
After the day was done —  
"It's very rude of him," she said,  
"To come and spoil the fun."

**Why do you think the author used personification in this poem?**

# Activity sheet 2: Finding personification in a novel extract

## Your task:

Read the following poetry extract and complete the following tasks:

- Highlight the noun being personified
- Highlight in a different colour the human characteristics the author uses
- Think about why the author might have used personification in this poem.

## Blueback by Tim Winton, 2008

Reluctantly he stuck the snorkel back in his mouth and put his head under. Near the bottom, in the mist left from their abalone gathering, a high blue shadow twitched and quivered. There it was, not a shark, but the biggest fish he had ever seen. It was gigantic. It had fins like ping-pong paddles. Its tail was a blue-green rudder. It looked as big as a horse.

‘Come down,’ said his mother. ‘Let’s look at him.’

‘I-I thought it was a shark.’

‘He sure took you by surprise,’ she said laughing. ‘That’s a blue groper. Biggest I’ve ever seen.’

Abel and his mother slid down into the deep again and saw the fish hovering then turning, eyeing them cautiously as he came. It twitched a little and edged along in front of them to keep its distance. The big gills fanned. All its armoured scales rippled in lines of green and black blending into the dizziest blue. The groper moved without the slightest effort. It was magnificent; the most beautiful thing Abel had ever seen.

After a few moments his mother eased forward with an abalone in one outstretched hand. The groper watched her. It turned away for a moment, and then came round in a circle. Abel couldn’t hold his breath much longer but he didn’t want to miss anything so he hung there above his mother and the fish with his lungs nearly bursting.

The groper arched back. The mosaic of its scales shone in the morning sun. His mother got close enough to touch the fish with the meat of the abalone. The fish trembled in the water and then froze for a moment as though getting ready to flee. She ran the shellmeat along its fat bottom lip and let go. The fish powered forward, chomped the abalone and hurtled off into a dark, deep hole.

# Week 2 - Package 3 - Year 5 & 6 English - Personification - Part 3

## Things your child will need

Have these things available so your child can complete this task

Ideal	Back up
<a href="#">Personification part 3 video</a>	<a href="#">Personification Part 3 PowerPoint presentation</a> - printed.
Activity sheet 1 Activity sheet 2	Paper
Pencil <b>or</b> pen	
Highlighter	(underline or coloured pencil)

## Before your child starts

This lesson is the third of three lessons about the literary device personification.

### What are literary devices?

Literary devices are used in texts to connect with the reader and convey meaning. As your child reads they are beginning to recognise simple literary devices used by authors. Your child is also beginning to learn how to explain why the author has used the device. In narratives or stories, authors might use literary devices such as personification, similes, alliteration, onomatopoeia and imagery to engage the reader and allow them to visualise the setting and characters.

### What is personification?

Personification is attributing or giving human characteristics to abstractions such as love, things (for example: trees sighed and moaned in the wind) or animals (for example: the hen said to the fox ...).

Personification is used by authors to engage the reader with their imagery.

# What your child needs to do

Your child will watch a video of a lesson about personification. The teacher will guide your child as they learn how to identify, explain and create examples of personification.

Throughout the lesson, your child will be asked to pause the video to complete an activity on the activity sheets.

By the end of the lesson, your child will have activities to support them to be able to:

- find personification in poetry
- recognise structural elements of a poem
- create personification poetry with a specific structure.

# What your child can do next

Your child will be creating personification poetry.

# Options for your child

Activity too hard?	Activity too easy?
Have your child complete 1-2 stanzas. Have them say the sentence aloud to count the syllables.	Your child might create a poem from a different point of view, for example, as if they were the sun writing the poem.

# Extension/Additional activity

Have your child record themselves saying their poem aloud.

# Activity sheet 1: The sky is low

## Task:

1. What do you think this poem is about?
2. Circle any words you are unsure of their meaning.
3. Highlight any examples of personification.

## The sky is low

By Emily Dickenson

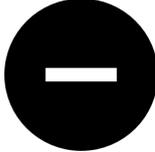
The sky is low, the clouds are mean,  
A travelling flake of snow  
Across a barn or through a rut  
Debates if it will go.

A narrow wind complains all day  
How someone treated him;  
Nature, like us, is sometimes caught  
Without her diadem.

# Activity sheet 2: PMI

**Task:**

- 1. What are the positives or things you like about your poem?
- 2. What did you find challenging?
- 3. What were some interesting things that you found?

Positives 	Minuses 	Interesting 

# Week 2 - Package 4 - Year 5 & 6

## English - My Country by Dorothea Mackellar - Part 1

### Things your child will need

Have these things available so your child can complete this task

Ideal	Back up
<a href="#">My Country vocabulary video</a>	<a href="#">My Country - Vocabulary PowerPoint presentation</a> -printed
Activity sheet 1 Activity sheet 2 Activity sheet 3 Activity sheet 4	Paper
Pencil or pen	
Dictionary and thesaurus	Online version

### Before your child starts

This lesson focuses on developing vocabulary using Dorothea Mackellar's 'My Country' poem.

This may be the first introduction to the poem, so reading aloud together can help to develop rhythm and pronounce words that are unfamiliar.

Your child will need a dictionary and a thesaurus, or can use an online version.

# What your child needs to do

Your child will watch a video of a lesson about the poem and will complete a series of activities to develop their vocabulary. The teacher will guide your child as they learn new vocabulary.

Throughout the lesson, your child will be asked to pause the video to complete an activity on the activity sheets.

By the end of the lesson, your child will have activities to support them to be able to:

- identify vocabulary which is unfamiliar
- use a process to define unknown words.

# What your child can do next

Your child will be brainstorming vocabulary, defining words and using a graphic organiser to display their understanding of a new word.

# Options for your child

Activity too hard?	Activity too easy?
Work with your child to find a word that is more appropriate from the poem. Your child might just read the first two stanzas rather than the whole thing.	Your child might read other Dorothea Mackellar poetry to find similarities in the vocabulary used.

# Extension/Additional activity

Your child might enjoy reading the poem aloud as a monologue. This could be recorded and shared.

# Activity sheet 1: Australia brainstorm

## Learning intention:

To create a brainstorm of vocabulary on what I think about when I think of Australia.



# Activity sheet 2: My Country poem by Dorothea MacKellar

The love of field and coppice  
Of green and shaded lanes,  
Of ordered woods and gardens  
Is running in your veins.  
Strong love of grey-blue distance,  
Brown streams and soft, dim skies  
I know, but cannot share it,  
My love is otherwise.

I love a sunburnt country,  
A land of sweeping plains,  
Of ragged mountain ranges,  
Of droughts and flooding rains.  
I love her far horizons,  
I love her jewel-sea,  
Her beauty and her terror  
The wide brown land for me!

The stark white ring-barked forests,  
All tragic to the moon,  
The sapphire-misted mountains,  
The hot gold hush of noon,  
Green tangle of the brushes  
Where lithe lianas coil,  
And orchids deck the tree-tops,  
And ferns the warm dark soil.

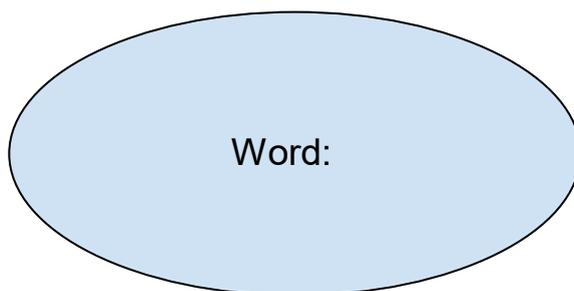
Core of my heart, my country!  
Her pitiless blue sky,  
When, sick at heart, around us  
We see the cattle die  
But then the grey clouds gather,  
And we can bless again  
The drumming of an army,

The steady soaking rain.

Core of my heart, my country!  
Land of the rainbow gold,  
For flood and fire and famine  
She pays us back threefold.  
Over the thirsty paddocks,  
Watch, after many days,  
The filmy veil of greenness  
That thickens as we gaze ...

An opal-hearted country,  
A wilful, lavish land  
All you who have not loved her,  
You will not understand  
though Earth holds many splendours,  
Wherever I may die,  
I know to what brown country  
My homing thoughts will fly.

# Activity sheet 3: Frayer model



<p>Definition in your own words</p>	<p>Important features (synonyms, antonyms, syllables)</p>
<p>Example in a sentence</p>	<p>Non-example in a sentence</p>

# Activity sheet 4: vocabulary match up

Your task:

- Draw a line to match the following words with their definition.
- Check with a dictionary if needed.

coppice	Woodland that has been cut back to promote growth.
plains	A large area of flat land.
lithe	Thin, supple or graceful.
lianas	Wood-climbing plant that is often found in a rainforest.
orchids	A flowering plant.
pitiless	Cruel, harsh or severe.
threefold	Three times the amount.
filmy	Covered with a thin layer of something.
veil	Thin fabric to cover with.
wilful	Intentional or on purpose.
lavish	Rich, luxurious or lavish.
splendours	Magnificent features or qualities.
homing	Relating to an animal's instinct to return home.

# Week 2 - Package 5 - Year 5 & 6

## English - My Country by Dorothea Mackellar - Part 2

### Things your child will need

Have these things available so your child can complete this task

Ideal	Back up
<a href="#">My Country comprehension video</a>	<a href="#">My Country Comprehension PowerPoint presentation</a> - printed
Activity sheet 1 Activity sheet 2 Activity sheet 3 Activity sheet 4	Paper
Pencil <b>or</b> pen	

### Before your child starts

This lesson focuses on developing comprehension of the poem 'My Country' by Dorothea Mackellar.

Your child would have explored the poem in package 4. Reading aloud together can help to develop rhythm and pronounce words that are unfamiliar. There are many versions online of people reading the poem aloud, including Dorothea Mackellar.

### What your child needs to do

Your child will watch a video of a lesson about the poem and will complete a series of activities to develop their understanding of the poem. The teacher will guide your child as they learn to find answers within a text.

Throughout the lesson, your child will be asked to pause the video to complete an activity on the activity sheets.

By the end of the lesson, your child will have activities to support them to be able to:

- I can find information in a poem.
- I can answer literal comprehension questions.
- I can use evidence in a text to help me answer.

## What your child can do next

Your child will be reading stanzas from a poem and answering a range of comprehension questions.

## Options for your child

Activity too hard?	Activity too easy?
<p>Work with your child to explore one poem.</p> <p>Your child might like to read a familiar poem and answer similar questions such as “who, where, when” questions.</p>	<p>Your child might read other Dorothea Mackellar poetry to find similarities in the topic, such as Australia or nature.</p>

## Extension/Additional activity

Your child might enjoy reading the poem aloud as a monologue. This could be recorded and shared.

# Activity sheet 1: My Country poem by Dorothea MacKellar

The love of field and coppice  
Of green and shaded lanes,  
Of ordered woods and gardens  
Is running in your veins.  
Strong love of grey-blue distance,  
Brown streams and soft, dim skies  
I know, but cannot share it,  
My love is otherwise.

I love a sunburnt country,  
A land of sweeping plains,  
Of ragged mountain ranges,  
Of droughts and flooding rains.  
I love her far horizons,  
I love her jewel-sea,  
Her beauty and her terror  
The wide brown land for me!

The stark white ring-barked forests,  
All tragic to the moon,  
The sapphire-misted mountains,  
The hot gold hush of noon,  
Green tangle of the brushes  
Where lithe lianas coil,  
And orchids deck the tree-tops,  
And ferns the warm dark soil.

Core of my heart, my country!  
Her pitiless blue sky,  
When, sick at heart, around us  
We see the cattle die  
But then the grey clouds gather,  
And we can bless again  
The drumming of an army,  
The steady soaking rain.

Core of my heart, my country!  
Land of the rainbow gold,  
For flood and fire and famine  
She pays us back threefold.  
Over the thirsty paddocks,  
Watch, after many days,  
The filmy veil of greenness  
That thickens as we gaze ...

An opal-hearted country,  
A wilful, lavish land  
All you who have not loved her,  
You will not understand  
though Earth holds many splendours,  
Wherever I may die,  
I know to what brown country  
My homing thoughts will fly.

# Activity sheet 2: About the author

Information about the author:

- Isobel Marion Dorothea Mackellar was an Australian poet and fiction writer. Her poem 'My Country' is perhaps the best known Australian poem. She wrote a version of it that she called 'Core of My Heart' when she was homesick on a visit to England. She was a young woman at the time, and writing pieces that she sent to magazines for publication.
- The Mackellar family owned several properties in the Gunnedah area in New South Wales, and it is this country that inspired her writing.

Sourced:

[http://resource.scholastic.com.au/resourcefiles/Teacher\\_Notes/9269830\\_36892.pdf](http://resource.scholastic.com.au/resourcefiles/Teacher_Notes/9269830_36892.pdf)

Answer the following questions with a complete sentence and evidence from the text:

1. What is Dorothea Mackellar's full name?
2. What nationality is Dorothea Mackellar?
3. What can we infer Dorothea Mackellar's family did to earn money for the family?
4. What made Dorothea Mackellar write her first version 'Core of my Heart'?
5. Why do you think the title changed?

## Activity sheet 3: I see, I think, I wonder

I see...

I think...

I wonder...


I see...

I think...

I wonder...


# Activity sheet 4: Stanza study

Learning intention: I am learning to use clues in the text to determine what is happening.

Success Criteria:

To be successful I will:

- highlight interesting parts of the stanza
- use the clues and my background knowledge to write down my ideas about what is happening
- use a dictionary or online resource to help if I am unsure.

An opal-hearted country,  
A wilful, lavish land  
All you who have not loved her,  
You will not understand  
though Earth holds many splendours,  
Wherever I may die,  
I know to what brown country  
My homing thoughts will fly.