

Week 3 - Package 1 - Year 5 & 6

English/literacy - Exploring simile

Things your child will need

Have these things available so your child can complete this task.

Ideal

- [Exploring Simile video](#)
- Activity sheet 1
- Activity sheet 2
- Pencil or pen
- Highlighter

Back up

- [Printed version of the PowerPoint presentation](#)

Before your child starts

This lesson is one of three which aims to build student understanding of what a simile is.

What is simile?

A simile is a figure of speech that compares two usually dissimilar things. The comparison starts with like, as, or as if. For example, 'as soft as silk' and 'he ran like the wind'.

Literary devices

Literary devices are used in texts to connect with the reader and convey meaning. As your child reads they may be beginning to recognise literary devices used by authors. Your child may now be 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.

Figurative language

Figurative language creates comparisons by linking the senses and concrete to abstract ideas. Words or phrases are used in a non-literal way for particular effect, for example simile, metaphor, personification. Figurative language may also use elements of other senses, as in hearing with onomatopoeia, or in combination as in synaesthesia.

What your child needs to do

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

- understand what a simile is
- demonstrate their understanding with examples and non-examples of similes
- use an image to brainstorm similes.

What your child can do next

Your child will be completing a range of activities, including:

- creating a broadcast or tweet about their understanding of a simile
- creating examples and non-examples of simile
- brainstorming vocabulary to help create similes based on an image.

Options for your child

Activity too hard?

Work with your child to complete a range of predictable similes, such as, as light as a...

Activity too easy?

Your child might find examples of simile within texts they are reading and find ways to rewrite them as non-examples.

Extension/Additional activity

Your child might create an advertisement for a product with a simile slogan, for example, the cupcake is as soft as the fur on a newborn kitten. The advertisement could be a poster or a film.

Activity sheet 1: What is and isn't a simile?

Read the following tasks and type or write your answers under the headings:

- Think of some similes you might have heard before that use “as...as”, “like” or “...as if”.
- Think about a way to write your simile so that it is NOT an example of a simile

What is a simile?

What isn't a simile?

Activity sheet 2: Using images to create similes

Your task:

Use the image to complete the following tasks:

- Brainstorm vocabulary to match with the image (nouns, adjectives, verbs)
- Create similes using your vocabulary.

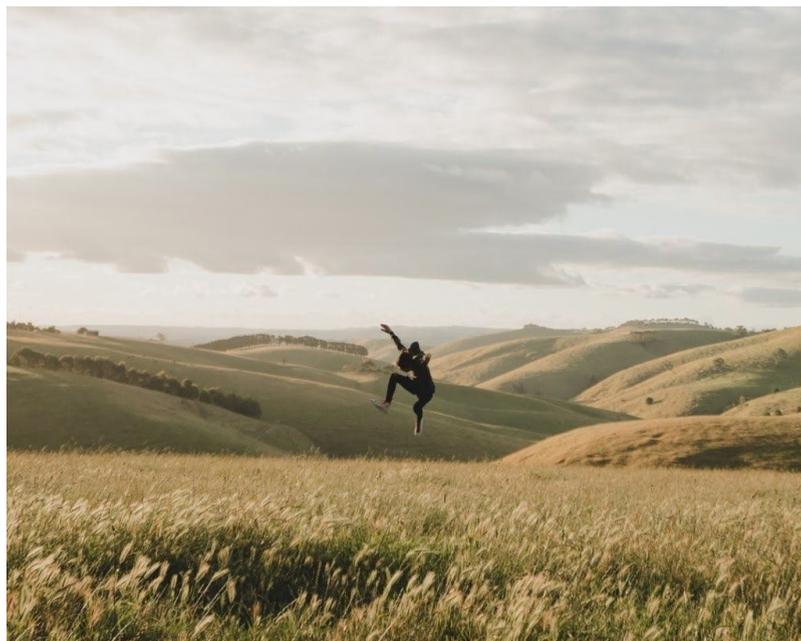


Photo by Britt Gaiser on Unsplash

Week 3 - Package 2 - Year 5 & 6 English/literacy - Identifying and analysing simile in texts

Things your child will need

Have these things available so your child can complete this task.

Ideal

- [Identifying simile in text video](#)
- Activity sheet 1
- Activity sheet 2
- Pencil or pen
- Highlighter

Back up

- [Printed version of the PowerPoint presentation](#)

Before your child starts

This lesson is the second of three which aims to build student understanding of how to identify similes and analyse their effect in texts.

What is simile?

A simile is a figure of speech that compares two usually dissimilar things. The comparison starts with like, as, or as if. For example, 'as soft as silk' and 'he ran like the wind'.

Literary devices

Literary devices are used in texts to connect with the reader and convey meaning. As your child reads they may be beginning to recognise literary devices used by authors. Your child may now be 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.

Figurative language

Figurative language creates comparisons by linking the senses and concrete to abstract ideas. Words or phrases are used in a non-literal way for particular effect, for example simile, metaphor, personification. Figurative language may also use elements of other senses, as in hearing with onomatopoeia, or in combination as in synaesthesia.

What your child needs to do

Your child will watch a video of a lesson about simile. The teacher will guide your child as they learn how to identify, explain and create examples of simile. 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 similes in different texts
- analyse the impact of similes.

What your child can do next

Your child will be completing a range of activities, including:

- revising what a simile is
- finding examples of simile in texts and making annotations
- exploring the impact of including and removing a simile
- exploring why an author might use a simile.

Options for your child

Activity too hard?

Work with your child to read texts suited to their level and look for “like”, “as...as” and “as if” to help them. Remind your child that using “like” in a sentence may not be comparing two things, for example, I like chocolate. Work with your child to focus on what is being compared in the simile.

Activity too easy?

Your child may research some more sophisticated simile poetry. They can highlight which two things are being compared using annotations.

Extension/Additional activity

Have your child teach someone or demonstrate how adding or removing a simile can impact a text.

Activity sheet 1: What is and isn't a simile?

Your task:

Read the following text extracts and complete the following tasks:

- highlight the examples of simile
- write what two things are being compared

Example 1:

“...He fell back into the water with a cold crash. A cloud of bubbles swirled around him, clinging to his skin like pearls. Then he cleared his snorkel –phhht! – and rolled over to look down on the world underwater. Great, round boulders and dark cracks loomed below. Thin silver fish hung in nervous schools. Seaweed trembled in the gentle current. Orange starfish and yellow plates of coral glowed from the deepest slopes where his mother was already gliding like a bird.”

Blueback by Tim Winton, 2008 Penguin

Example 2:

Twinkle, twinkle little star,
How I wonder what you are
Up above the world so high,
Like a diamond in the sky.

Example 3:

Slogans from companies:

- Doritos: Tastes like Awesome Feels
- Honda: The Honda's ride is as smooth as a gazelle in the Sahara. Its comfort is like a hug from mum.

Example 4:

“Her father had inherited that temper; and at times, like antelope fleeing before the fire on the slope, his people fled from his red rages.”

Riders of the Purple Sage, by Zane Grey

Example 5:

“. . . she tried to get rid of the kitten which had scrambled up her back and stuck like a burr just out of reach.”

Little Women, by Louisa May Alcott

Activity sheet 2: Impact of similes

Your task:

Read the following text extracts and complete the following tasks:

- Complete the remaining boxes with the impact of adding a simile.
- Complete your own using one of the examples of simile.
- Challenge: complete more than one; you might use your own example.

No simile

All at once, a memory shot into Mr Erasmus's mind.

With simile

All at once, **as fast as the airborne golf ball**, a memory shot into Mr Erasmus's mind.

What is the impact?

No simile

Sylphie grinned and then darted out from under the branches and into the garden, where she scooped something up from the grass.

With simile

Sylphie grinned and then darted, **like a flash of mercurial lightning**, out from under the branches and into the garden, where she scooped something up from the grass.

What is the impact?

No simile

They both watched as another golf ball shot across the garden.

With simile

They both watched as another golf ball, **airborne like a missile**, shot across the garden.

What is the impact?

Why do you think the author chose to use similes in this text?

Week 3 - Package 3 - Year 5 & 6 English/literacy - Creating similes

Things your child will need

Have these things available so your child can complete this task.

Ideal

- [Creating similes video](#)
- Activity sheet 1
- Pencil or pen
- Highlighter

Back up

- [Printed version of the PowerPoint presentation](#)

Before your child starts

This lesson is the final of three where students will bring together everything they have learnt so far to create their own more descriptive and sophisticated similes.

What is simile?

A simile is a figure of speech that compares two usually dissimilar things. The comparison starts with like, as, or as if. For example, 'as soft as silk' and 'he ran like the wind'.

Literary devices

Literary devices are used in texts to connect with the reader and convey meaning. As your child reads they may be beginning to recognise literary devices used by authors. Your child may now be 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.

Figurative language

Figurative language creates comparisons by linking the senses and concrete to abstract ideas. Words or phrases are used in a non-literal way for particular effect, for example simile, metaphor, personification. Figurative language may also use elements of other senses, as in hearing with onomatopoeia, or in combination as in synaesthesia.

What your child needs to do

Your child will watch a video of a lesson about what a simile is. The teacher will guide your child as they learn how to identify, explain and create examples of simile. Throughout the lesson, your child will be asked to pause the video to complete an activity on the activity sheet.

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

- revise their understanding on what a simile is
- make improvements to simple similes
- create sophisticated and descriptive examples of similes

What your child can do next

Your child will be completing a range of activities, including:

- using a simple simile and make improvements
- creating a vocabulary brainstorm
- using a vocabulary brainstorm to create similes
- adding detail to expand their similes.

Options for your child

Activity too hard?

Work with your child to complete a range of predictable similes, such as, as light as a... and so on.

Activity too easy?

Your child might create their own simile poems.

Extension/Additional activity

Your child might create a short presentation about what makes an effective simile. This could be verbal, a poster or a digital presentation.

Activity sheet 1: Simile quadrant

Your task:

Read the following text extracts and complete the following tasks:

- Complete and create the missing similes for Miss Trunchbull.
- Choose a character.
- Create a vocabulary brainstorm about the character.
- Complete 4 similes for your chosen character.

Miss Trunchbull simile quadrant

Example

Looks like

Her stomach bulged like a tightly strung salami.

Complete

Sounds like

Her voice boomed...

Create your own

Smells like

You can choose from the following or add your own: moth balls, dust, musty leather.

Create your own

Feels like

You can choose from the following or create your own: oily face, scaly legs.

Your own character:

Complete a vocabulary brainstorm.

Looks like

Sounds like

Smells like

Feels like

Your own character:

Complete a simile for each using as/as, like or as if.

Looks like

Sounds like

Smells like

Feels like

Week 3 - Package 4 - Year 5 & 6 English/literacy - The Sea by Paula Stevenson - Part 1

Things your child will need

Have these things available so your child can complete this task.

Ideal

- [The Sea vocabulary lesson video](#)
- Activity sheet 1, 2, 3 and 4 (attached below)
- Pencil or pen
- Dictionary and thesaurus (paper or online)
- [The Sea vocabulary audio](#)

Back up

- [Printed version of the PowerPoint presentation](#)

Before your child starts

This lesson focuses on developing vocabulary using Paula Stevenson's poem The Sea. 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?

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 poem.

Activity too easy?

Your child might read *The Tide Falls* by Henry Wadsworth Longfellow 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 with family or friends.

Activity sheet 1: Images of the sea

Your tasks:

Listen to the [audio version of the poem The Sea by Paula Stevenson](#). If you do not have access to the audio version, read the poem on Activity sheet 2.

- As you listen, sketch the images that come into your head.
- Add some nouns, adjectives and verbs to describe your sketch.

Activity sheet 2: The sea by Paula Stevenson

Your tasks:

- Read the poem The Sea by Paula Stevenson.
- Highlight or underline any unfamiliar words or phrases.

The Sea

A poem by Paula Stevenson, illustrated by Marjorie Crosby-Fairall.

I can smell it first—
the salty air, feel it
crusting my skin,
stiffening my hair.
Then I can hear it—
the engine of the sea
roaring, churning.
I race across
the stinging sand
to the cool fringes
of the waves.
My toes disappear—
footless I stand
like a statue
on a strange shore.
The waves unroll
then retreat

exposing my feet
on corrugated ridges.
Above me gulls shriek
diving like arrows,
piercing the skin
of the sea.
I trace a trail
past glowing bluebottles
and beaded seaweed.
On the sandy floor
of the rock pool
three red starfish
gaze at the sky above.

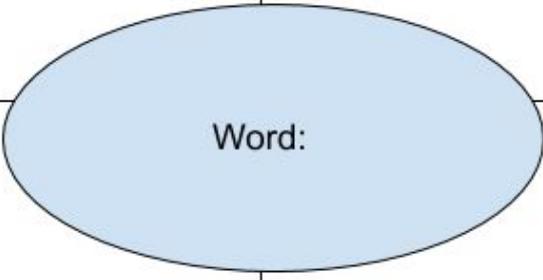


Image and text used with permission from [The School Magazine](#)

Activity sheet 3: Frayer model

Your task:

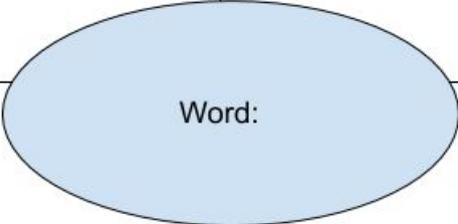
- Complete the Frayer model as you watch the video.

Definition in your own words	Important features (synonyms, antonyms, syllables)
 Word:	
Example in a sentence	Non-example in a sentence

Activity sheet 4: Your Frayer model

Your task:

- Choose a word from the poem *The Sea* by Paula Stevenson that you are unfamiliar with or one you would like to further investigate.
- Complete the Frayer model for the word you chose. You might like to use [the Collins Dictionary website](#) to help you.

Definition in your own words	Important features (synonyms, antonyms, syllables)
 Word:	
Example in a sentence	Non-example in a sentence

Week 3 - Package 5 - Year 5 & 6 English/literacy - The Sea by Paula Stevenson - Part 2

Things your child will need

Have these things available so your child can complete this task.

Ideal

- [The Sea English lesson video](#)
- Activity sheet 1, 2, and 3 (attached below)
- Pencil or pen
- Coloured pencils and textas
- Dictionary and thesaurus (paper or online)
- [Copy of the poem 'The Sea' by Paula Stevenson](#)

Back up

- [Printed version of the PowerPoint presentation](#)

Before your child starts

This lesson focuses on comparing and contrasting Paula Stevenson's poem The Sea with The Sea by John Banville.

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](#) comparing the texts and will complete a series of activities to develop their comprehension and writing abilities. The teacher will guide your child as they apply prior learning to new contexts.

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:

- Compare and contrast two different texts about the sea.
- Identify the author's perspective in each text.
- Write using vocabulary to convey a perspective.

What your child can do next

Your child will be analysing texts, using their vocabulary knowledge to identify perspectives and include new vocabulary in their writing.

Options for your child

Activity too hard?

Work with your child to support them to identify the vocabulary that conveys the author's perspective.

Activity too easy?

Your child might extend their learning to writing another poem, set in a different environment which conveys emotion through vocabulary choices.

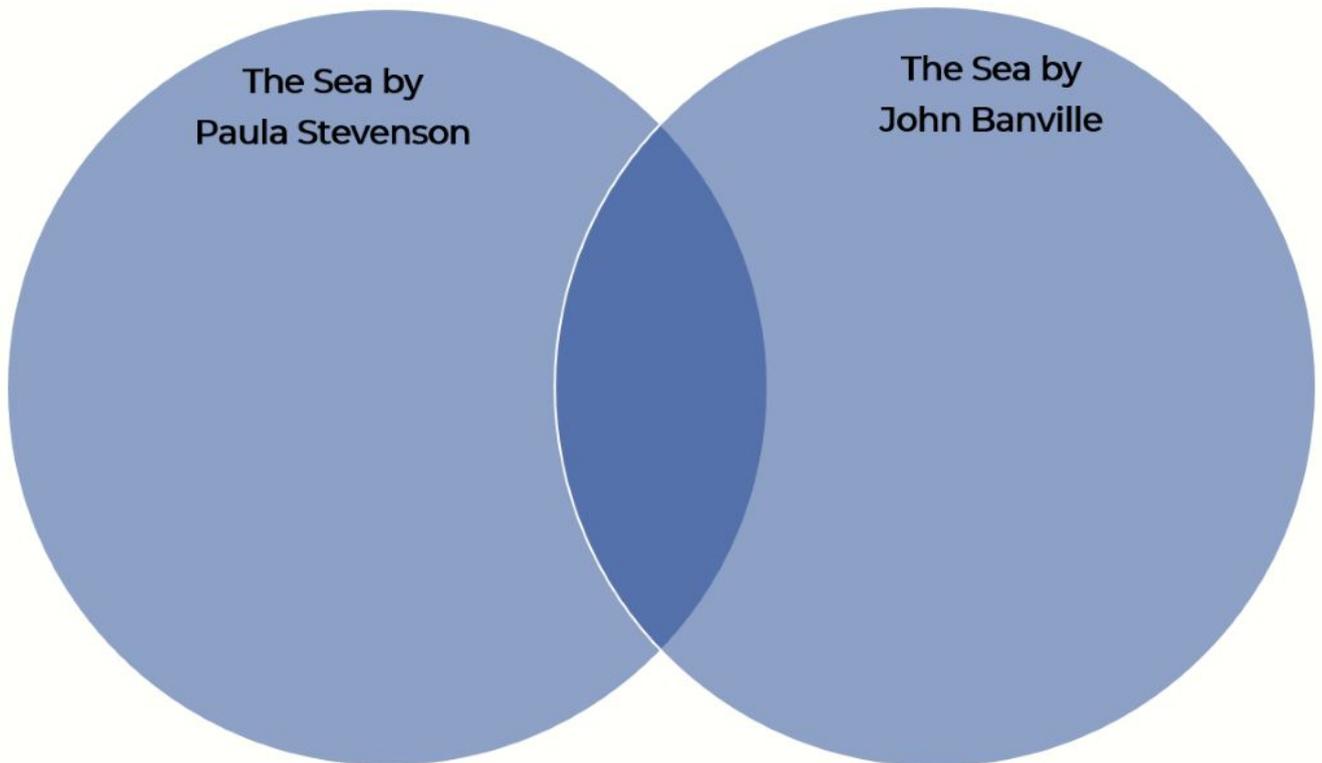
Extension/Additional activity

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

Activity sheet 1: Images of the sea

Your task:

- Complete each part of the Venn diagram as you move through the PowerPoint
- Please refer to the excerpt from *The Sea* by John Banville (see below) and the poem [The Sea by Paula Stevenson](#).



“They departed, the gods, on the day of the strange tide. All morning under a milky sky the waters in the bay had swelled and swelled, rising to unheard-of heights, the small waves creeping over parched sand that for years had known no wetting save for rain and lapping the very bases of the dunes. The rusted hulk of the freighter that had run aground at the far end of the bay longer ago than any of us could remember must have thought it was being granted a relaunch. I would not swim again, after that day. The seabirds mewled and swooped, unnerved, it seemed, by the spectacle of that vast bowl of water bulging like a blister, lead-blue and malignantly a gleam. They looked unnaturally white, that day, those birds. The waves were depositing a fringe of soiled yellow foam along the waterline. No sail marred the high horizon. I would not swim, no, not ever again.

Someone has just walked over my grave. Someone.”

Excerpt from *The Sea* by John Banville

Activity sheet 2: Re write

Your tasks:

- Rewrite the second stanza to reflect the author's fear of the sea.
- Choose another stanza to re write, reflecting the same perspective.

Example:

I can smell it first
the salty air, feel it
crusting my skin
stiffening my hair.

I can smell it first,
the smell of fear, feel it
engulfing me
crushing my lungs.

Your turn:

Activity sheet 3: Publishing

Your task:

- Publish your poem.
- You can do this digitally (PowerPoint or Word) or on paper. You can be as creative as you like.
- Once you have finished, send your poem to your teacher.

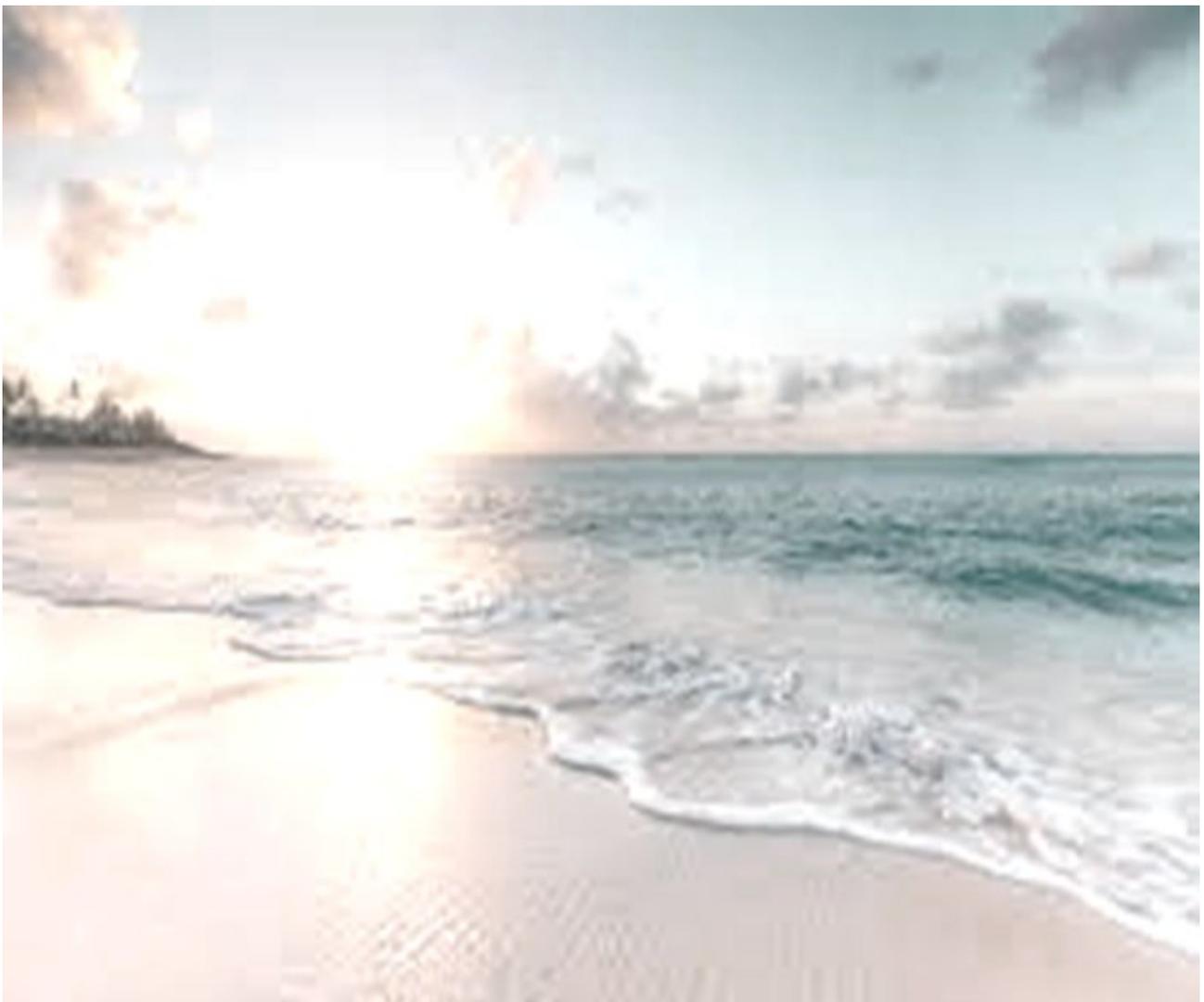


Photo by SeanO on Unsplash