

Week 4 - Package 1 - Year 3 & 4

English/literacy - Exploring similes

Things your child will need

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

Ideal

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

Back up

- Printed version of [Exploring simile PowerPoint presentation](#)
- Paper

Before your child starts

This lesson is the first of three which aims to build student understanding of literary devices with a particular focus on simile.

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 is a 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'.

What your child needs to do

Your child will watch the Exploring simile video lesson. 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.
- complete examples of simile.
- compose content for a blog to demonstrate understanding of simile.

What your child can do next

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

- learning what a simile is.
- completing some examples of simile.
- creating a blog post about their understanding of simile.

Once this lesson has been completed, your child will be able to complete Learning Package 2 found on the website.

Options for your child

Activity too hard?

Work with your child to complete a range of predictable similes, such as, as light as a... Have your child think of other things that are light apart from a feather. For example, as light as a newborn baby.

Activity too easy?

Your child might create a poem that incorporates simile within it. Alternatively, your child might find examples of and expand upon similes in texts they are reading.

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: Simile blog

Your task:

Fill in the blog sections about your understanding of a simile.

Your introduction:

What is a simile?

What are some clues that can help people find a simile?

Here is an example of a simile:

A picture of the simile:

Great things about a simile:

Things that are a little bit tricky about simile:

Week 4 - Package 2 - Year 3 & 4

English/literacy - Finding similes in text

Things your child will need

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

Ideal

- [Finding similes in text video](#)
- Activity sheet 1: Finding similes
- Activity sheet 2: Looking into similes
- Pencil or pen
- Highlighter

Back up

- Printed version of [Finding similes PowerPoint presentation](#)
- Paper

Before your child starts

This lesson is the second of three which aims to build student understanding of literary devices with a particular focus on similes.

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 (crack! pop!).

What is a 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'.

What your child needs to do

Your child will watch the [Finding similes in text video](#) lesson. 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.
- find similes in texts.
- identify which two things are being compared.
- see why an author uses simile.

What your child can do next

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

- review what a simile is.
- find examples in texts.
- identify the two things being compared.
- explain why an author might have used the simile.

Once this lesson has been completed, your child will be able to complete Learning Package 3 found on the website.

Options for your child

Activity too hard?

Highlight the words “as...as” or “like” to guide their hunt for similes. When confident, your child can continue the hunt themselves. Encourage your child to look for examples in texts they are familiar with.

Activity too easy?

Have your child explore poetry or novels for examples of simile. Encourage your child to explain what impact the simile has by substituting it for a simple sentence.

Extension/Additional activity

Your child might create a short script where the characters must use a simile when talking.

Activity sheet 1: Finding similes

Your task

Highlight or underline any similes you find.

Circle the two things being compared.

Find whether the author has used “as...as” or “like”.

Example 1

Floating freely

Her wings spread apart-

As quick as a flash

She dives straight like a dart!

Example 2

Jack knew that the tide was coming in, he knew he would have to move quickly. The sand gave way beneath his feet as he marched like an army approaching.

Example 3

Feeling excited, the emerald-green hummingbird took to the sky. She darted this way and that; she was as brave as the most fearless of lions.

Example 4

It wouldn't be long now. The doctor's surgery had a queue a mile long – like a never ending piece of string. He sat nervously, waiting for his name to be called. His mother was as calm as the smooth water that he had been so looking forward to swimming in. He sat with his wrist that was as limp as a rotten banana – he hoped it wasn't broken!

Activity sheet 2: Looking into similes

Your task

Complete the missing elements in the examples below.

Example 1

Without simile:

The clouds looked soft

With simile:

The clouds looked as soft as the feathers of a baby bird.

What is being compared?

Clouds and feathers

Why do you think the author used the simile?

To add more detail and help the reader visualise the idea. The feathers on a baby bird are very soft so I can visualise this and compare with a cloud.

Example 2

Without simile:

The bamboo kite flew in the air.

With simile:

The bamboo kite flew like a bird into the cool air.

What is being compared?

Why do you think the author used the simile?

Example 3

Without simile:

The book was loved.

With simile:

The book was as loved as a hug from my family and friends.

What is being compared?

Why do you think the author used the simile?

Example 4

Without simile:

Her hair was shiny.

With simile:

Her shone like the reflection of the moon on the waves.

What is being compared?

Why do you think the author used the simile?

Example 5

Try to think of your own examples.

Week 4 - Package 3 - Year 3 & 4

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
- Activity sheet 2
- Pencil or pen
- Highlighter

Back up

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

Before your child starts

This is the third of three lessons which aim to build student understanding of creating 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 (crack! pop!).

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.

What your child can do next

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

- reviewing what a simile is
- completing examples of simile
- creating similes using images.

Options for your child

Activity too hard?

Have your child complete simple similes with more familiar connections, for example, as smooth as silk, as fast as Usain Bolt and so on.

Activity too easy?

Your child could create an extended description of the image using similes.

Extension/Additional activity

Your child might create a short script where the characters must use a simile when talking.

Activity sheet 1: Completing similes

Your task:

- Complete the similes which use either “as...as”, “like” or “as if”
- Add extra detail with adjectives and verbs to help your reader visualise your simile.

Simile 1:

The candle burned as hot as

Simile 2:

Jarrold knew that he needed to be as quiet as

Simile 3:

The rosy-red balloon took to the sky like a

Simile 4:

The tomatoes looked as fresh as

Simile 5:

The kangaroo jumped as if

Simile 6:

The pearls shimmered

Activity sheet 2: Completing similes

Your task:

- Use the image to brainstorm vocabulary to describe it.
- Create as many similes as you can using words from your brainstorm.

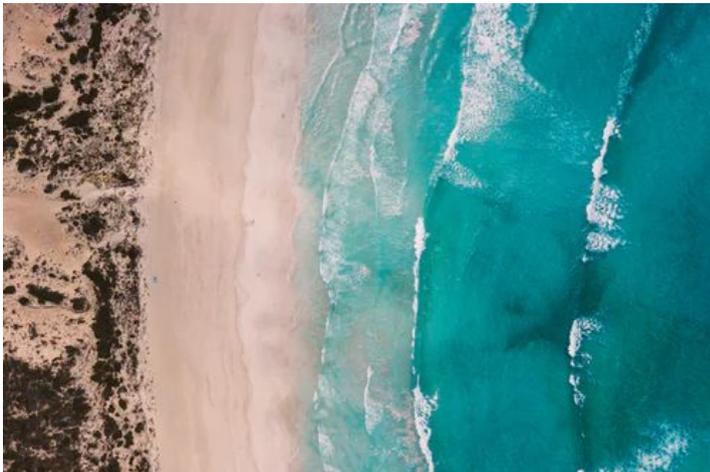


Photo by Chas McGregor on Unsplash

Brainstorm:

Simile examples:

Challenge:

Create a description of the image using similes.

Week 4 - Package 4 - Year 3 & 4

English - Vocabulary - Delightful Dogs

Things your child will need

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

Ideal

- [Vocabulary: Delightful Dogs video](#)
- Activity sheet 1: Image brainstorm
- Activity sheet 2: Frayer model
- Activity sheet 3: Our pet dog
- Delightful Dogs article
- Pencil or pen

Back up

- Printed version of the [Vocabulary - Delightful Dogs PowerPoint presentation](#)
- Paper

Before your child starts

This lesson focuses on developing vocabulary knowledge using the article Delightful Dogs by Emma Heyde.

Your child will learn how to use contextual clues within the text to determine the meaning of unknown words.

What your child needs to do

Your child will watch a video of a lesson about the vocabulary in the article. The teacher will guide your child through activities as they learn new vocabulary.

Throughout the lesson, your child will be asked to pause the video to complete activities.

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

- analyse a word to understand how to use it
- use clues in the text to help understand what a word might mean

What your child can do next

Your child can further explore the vocabulary in the rest of the Delightful Dogs article.

Options for your child

Activity too hard?

Work with your child to read the article.

Your child might like to complete the vocabulary exploration orally.

Activity too easy?

Your child might use the information about wolves and dogs to compare and contrast the characteristics of the animals.

Extension/Additional activity

Learning new vocabulary is fun and can support reading comprehension. As you and your child read books, make a note of new and interesting words. Have your child explain how they could use contextual clues to determine the meaning of new words. For words that can't be determined using contextual clues, have your child look the words up in the dictionary and find some synonyms and antonyms to help build their understanding.

Activity sheet 1: Image brainstorm

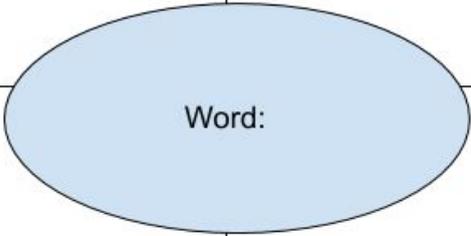
- Brainstorm some words about the dog image.
- Display words around the image, using space to build on your ideas later.
- You may like to include details about the physical features of dogs, adjectives to describe dogs such as 'playful' or 'curious' and verbs such as 'howl' or 'inquire'.



Activity sheet 2: Frayer model

Complete the Frayer model using the word descended.

Dogs are descended from the small wolves that once roamed across Asia. Wolves are social creatures. They live in big family groups with a powerful leader in charge of lower-ranked, less powerful, and younger animals. Wolves are intelligent and loyal animals. They form strong bonds of trust and affection with one another, which is important to their survival as they hunt for prey in a pack.

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

Activity sheet 3: Our pet dog

- Read the section with the sub-heading Our Pet Dogs in the article below.
- Find three words to target.
- Decide if the words can be understood by the context clues or whether you will have to 'dig deeper' and research the meanings of the words.
- Use the strategies you have explored so far to help you understand the meaning of your three target words.

Delightful Dogs

Article by Emma Heyde.

Dogs have been our companions for thousands of years. In fact, they were probably the very first species that human beings domesticated. Read on to find out more about these devoted companions, loyal workers and favourite friends.

Doggy ancestors

Dogs are descended from the small wolves that once roamed across Asia. Wolves are social creatures. They live in big family groups with a powerful leader in charge of lower-ranked, less powerful, and younger animals. Wolves are intelligent and loyal animals. They form strong bonds of trust and affection with one another, which is important to their survival as they hunt for prey in a pack.

Why did people thousands of years ago take an interest in wolves, and try to tame them?

Over time, generations of wolves that lived near human settlements became used to human food scraps and human company, and were tolerated by people because they kept away vermin like mice and rats. Their puppies were kept as pets—for warmth in winter, for food, and as hunting companions.

As time passed, humans selected the animals they liked the best: the gentlest and friendliest dogs, the ones with the softest fur, or the best hunters. Gradually, as these selected dogs interbred, the shape and size of these semi-wild animals began to change. Their thick pelts became softer, their long muzzles got shorter, and the shape of their bodies changed.

Our pet dogs

Our pet dogs are completely different from their wild wolf ancestors. Even though today's dogs are all descended from wolves, they are *domesticated* animals: animals that depend on us for survival. Most dogs are completely dependent on us for all their needs.

Most dogs would die if we didn't feed them, provide fresh water and take them to the vet when they're sick. But even the most pampered pooch does share some behaviours that show it still belongs to the *canid* (dog) family—even if it does prefer dinner from a tin, rather than ripping into the hindquarters of a freshly-killed deer!

Dogs have territories, just like wolves do, although most dogs have a backyard, instead of hundreds of hectares of forest or desert. Many dogs are also prepared to defend their territories from other dogs, just like their wild ancestors did.

Anyone who has taken a dog for a walk knows that dogs will stop and sniff at everything—particularly telegraph poles. Male dogs will lift their legs and 'mark' the poles. Why do they do this? It's another of those behaviours that stretches all the way back to the time when dogs weren't dogs at all, but wolves!

Like many wild animals, wolves use scent to mark their territory. Wolves from one pack mark trees and rocks to let wolves in other groups know the boundaries of their territory—and that they are willing to defend that territory if necessary. That's what dogs are doing—letting other dogs know who has passed by.

Dogs use other forms of communication that they have inherited from wolves. Pet dogs wag their tails wildly when they're pleased to see their owners or another dog they like. Wolves also wag their tails when they greet one another.

Some dogs also dig holes to bury bones to dig up later. This might just seem like an annoying habit or a funny game, but it's another wolf-related characteristic. Wolves (and other members of the canine family, such as foxes) bury meat that they can dig up when there's less food about. Dogs also hide their tails between their legs to show that they're being submissive, just like wolves do. And, just like wolves, dogs whine, whimper and howl, although wolves don't bark as loudly or as aggressively as dogs.

The true-blue Aussie dog

Australia has its very own native dog—the dingo. Dingoes are not domestic dogs; they are a wild native species. They are our largest *carnivorous* (meat-eating) predators.

Dingoes probably came to Australia about 4000 years ago, although some researchers think that it might have been much longer than that—perhaps up to 18 000 years ago. Dingoes came with people from Asia who travelled here by boat.

No-one is sure why these long-distance sea voyagers brought dogs with them. Perhaps it was for food. Perhaps it was for company on the long and dangerous trip south. Dogs are excellent hunting companions, and so they may have been brought as skilled assistants to help search for food. Whatever the reason, dingoes soon became part of the mainland Australian landscape.

Dingoes are usually a ginger colour, with white paws, but in desert areas their fur is golden. In forested areas, dingoes have darker fur. They can even be black.

Dingoes look very much like dogs, but their canine teeth are longer and they have long muzzles. They usually look 'skinny' compared with domestic dogs. The leading pair in the dingo pack are usually the heaviest, fittest dogs, with lower-ranked dogs in the pack looking very lean.

Dingoes are active animals, running up to forty kilometres a day hunting for food and patrolling their territory. They eat berries, insects, dead animals and birds, fish, reptiles, wallabies and kangaroos.

Only the lead pair in a dingo pack mate and have puppies. Unlike domestic dogs, dingoes have only one litter a year. In winter, when the pups are born, females need to hunt to feed themselves and their puppies, and they become protective and aggressive. The whole pack helps defend the newborn pups.

The dingoes of Ludawei

Aboriginal people have shared their land with dingoes for thousands of years. For many Indigenous people, the dingo is a very special animal.

The Kenyon family are the traditional carers of Ludawei, the highest hill on the Adelaide River flood plains, 60 kilometres south of Darwin. The Kenyons are Limilngan-Wulna people. The Limilngan-Wulna tell the story of how the dingo helped form their land. The story is called Wayirnima Dingo Dreaming.

How far back does your connection with dingoes go?

The dingo is part of our creation story, from a time when animals were humans, and vice versa. In our language, the dingo is *wanami*.

This is the story we tell to very small kids as they're growing up:

When time began a pair of wanami—a male and a female—moved across the landscape. They created special places as they went. They had pups, which also became part of the landscape.

Are there many dingoes on your land?

There are still lots of dingoes around. They're mainly goldy-brown, not so yellow. Mostly they're really shy, not aggressive at all. They're scared of people. They take off when you shoo them away. They mostly stay 500 metres away from people. They eat dusky rats, little wallabies and small pigs. When they've got pups, you can hear them howling.

What do dingoes mean to your family?

The dog is highly respected. I tell people, 'Leave them alone. Don't touch them.' They're part of our cultural connection to the land. They're a sign that something's happening.

Dog breeds

Here are some of the more popular dog breeds in Australia ...

Labradors

Labradors are one of the most popular breeds of pet dogs because they are easy-going, intelligent, loyal and friendly. They are also used as working dogs: their keen sense of smell makes them useful as bomb detection dogs in the armed services, and they are often used as guide dogs for people with impaired vision. Labradors love swimming, playing with children and running after balls. Labradors come in three colours: their coats can be golden, black or chocolate.

Dachshunds

Most people can recognise a dachshund, even if they can't pronounce its name. (You say it *dax-hoond*.) The elongated shape of the dachshund's body is a result of centuries of breeding. Dachshunds are designed to dig out prey, such as rabbits and badgers. That's why Dachshunds have long snouts (for an acute sense of smell); long, thin bodies (to squeeze down burrows); and large, thick chests (to accommodate big lungs—lots of digging is hard work). Dachshunds can be stubborn (digging takes patience and endurance—you have to be stubborn to dig out a rabbit!) but they can also make loyal and intelligent pets.

Australian cattle dogs

These smart, active dogs are also known as blue heelers or red heelers, and were originally bred from dingoes crossed with dogs. Cattle dogs were used by drovers in the 19th century as they moved mobs of cattle across inland parts of the country. They are stocky, agile dogs who are known for their intelligence, energy and determination. Blue heelers are mainly kept as pets these days, but they still require a lot of activity and exercise to keep them fit and happy.

Maltese terriers

The Maltese terrier is a 'toy' dog—a small dog bred solely for its appearance. Maltese are affectionate, playful companions and don't need a lot of exercise. They do need regular grooming, however, as their long coat, which is hair rather than fur, can quickly become matted and soiled. Like all dogs, Maltese terriers thrive on love and attention and become depressed if they are left alone for long periods. They love to be loved!

Kelpies

Kelpies are highly intelligent working dogs that are bred for mustering on sheep and cattle properties. An experienced working dog can handle a mob of animals with little guidance from its handler—driving, rounding up and blocking sheep and cattle. Kelpies can be black, fawn, chocolate-brown, tan or cream—appearance is much less important than agility, intelligence and obedience. Many kelpies adore riding on the back of motorbikes with their owners, but for most kelpies, mustering animals is their favourite activity.

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