

# Week 4 - Package 1 - Year 5 and 6

## English/literacy - What is a metaphor?

### Things your child will need

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

#### Ideal

- [Metaphor video](#)
- Activity sheet 1
- Activity sheet 2
- Paper or workbook
- Pencil or pen
- Highlighter

#### Back up

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

### Before your child starts

This lesson is the first of three lessons which aim to build student understanding of a metaphor.

#### What is a metaphor?

A metaphor is a resemblance between one thing and another is declared by suggesting that one thing is another, for example 'My fingers are ice'. Metaphors will say that something is something else by using verbs such as is, are, were and was.

## 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.

## Figurative language

Figurative language creates comparisons by linking the senses and the 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 metaphor](#). The teacher will guide your child as they learn how to identify, explain and create examples of metaphors.

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 metaphor is
- brainstorm vocabulary
- create a creative summary of a metaphor
- explain the difference between a metaphor and a simile.

## What your child can do next

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

- learning what metaphor is
- determining the difference between a simile and a metaphor.

# Options for your child

## Activity too hard?

Have your child use their own words to explain to a family member what a metaphor is. Whilst completing daily tasks, make examples of metaphor, for example, whilst eating breakfast: “Eating is pure happiness!” or “This is a mountain of food!”

## Activity too easy?

Your child might present their understanding of metaphor into a news report and interview family members for suggestions.

## Extension/additional activity

Your child might create a newspaper article or a teaching video to teach someone about metaphors.

# Activity sheet 1: Newsflash!

## Your task

Create a Newsflash graphic organiser on your understanding on metaphor

- Create a short, sharp headline that is catchy for the reader.
- Create a 10-word summary about what a metaphor is.
- Draw a visual representation of a metaphor.

Headline:

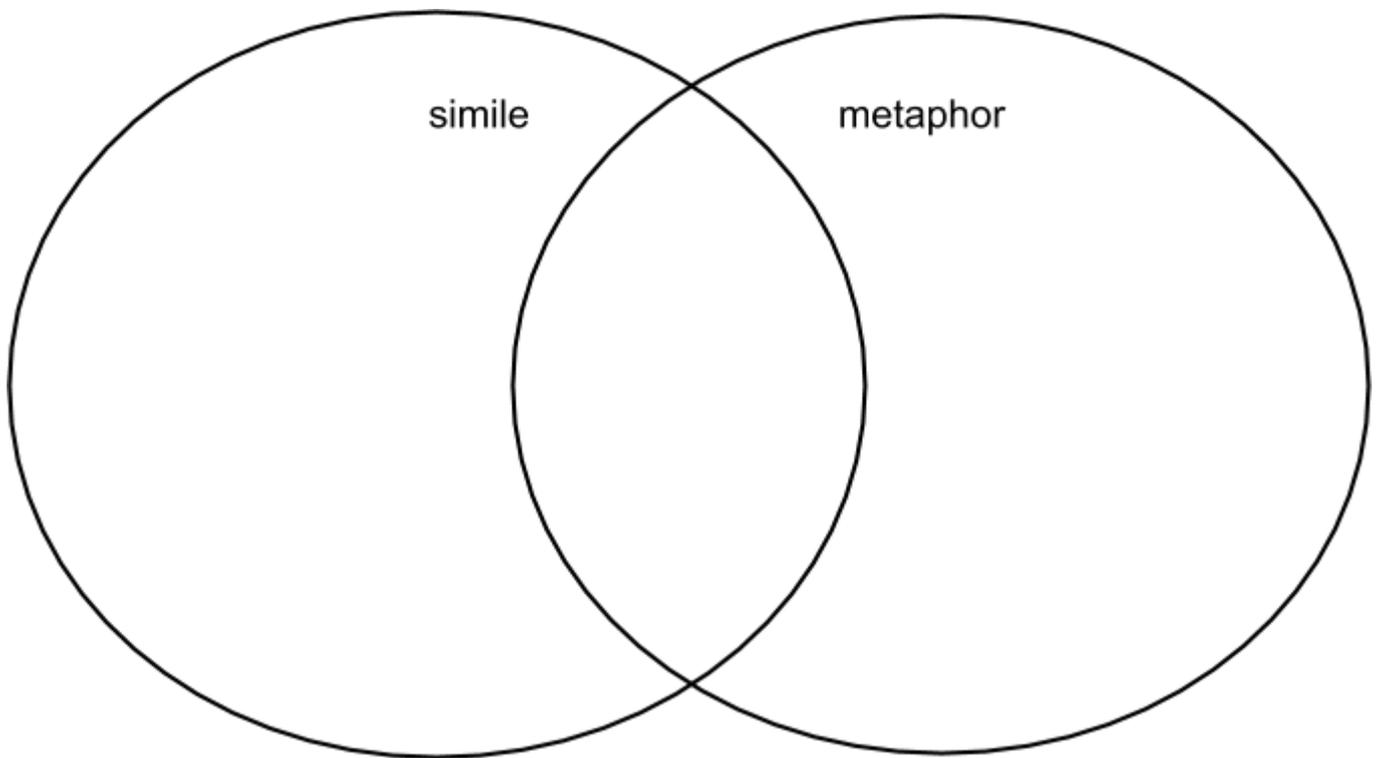
Write a 10 word summary of what a metaphor is.

Draw a visual representation of a metaphor.

# Activity sheet 2: Venn diagram

## Your task

- Fill in the characteristics of a simile.
- Fill in the characteristics of a simile.
- Determine the similarities between them in the centre section.



# Week 4 - Package 2 - Year 5 and 6

## English/literacy - Identifying metaphor

### Things your child will need

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

#### Ideal

- [Identifying metaphors video](#)
- Activity sheet 1
- Paper or workbook
- Pencil or pen
- Highlighter

#### Back up

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

### Before your child starts

This lesson is the second of three lessons which aim to build student understanding of metaphor.

#### What is a metaphor?

A metaphor is a resemblance between one thing and another is declared by suggesting that one thing is another, for example 'My fingers are ice'. Metaphors will say that something is something else by using verbs such as is, are, were and was.

## 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.

## Figurative language

Figurative language creates comparisons by linking the senses and the 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 identifying metaphors](#). The teacher will guide your child as they learn how to identify, explain and create examples of a metaphor.

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:

- understand what a metaphor is
- find examples of metaphor in texts
- explain the impact of the metaphor.

## What your child can do next

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

- revising what metaphor is
- finding metaphors within text extracts
- completing an activity sheet to analyse the metaphor's impact.

# Options for your child

## Activity too hard?

Work with your child to look for the clues in the metaphors: is and was.

Reinforce the message that it is saying something IS something else.

## Activity too easy?

Your child might like to explore the idea of extended metaphors. Exploring poetry is a great place to find extended metaphors. Extended metaphors continue to develop the connection between two things, for example, hope and sun.

## Extension/additional activity

Your child might like to create a piece of artwork that shows a metaphor.

# Activity sheet 1: Identifying metaphors

## Your task

- Highlight examples in the text extracts – look for clues with is, was, are, were, has.
- Circle the two things being connected.
- Explain the impact of the metaphor on the text with annotations.

## Example 1

A wombat is a hairy tank

designed to bulldoze country gardens.

I'll devour your yellow roses,

belch, then beg a thousand pardons.

- Poem extract from 'A Hairy Tank' by Jenny Blackford from the School Magazine

Why do you think the author used this metaphor? Write your answer in the space below.

## Example 2

Reluctantly he stuck the snorkel back in his mouth and put his head under. Near the bottom, in the mist left from the abalone gathering, a huge 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.

- Blueback, Tim Winton, 2008.

Why do you think the author used this metaphor? Write your answer in the space below.

## Example 3

The train is a birdcage  
of twitters,  
twitches,  
of sitters and silent  
pacers, rock 'n' rollers  
and beyond-the-window-gazers.  
Ever-waiters,  
ever-watchers  
for the freedom  
of an open door.

- In Captivity, by Claire Saxby from the School Magazine.

Why do you think the author used this metaphor? Write your answer in the space below.

# Week 4 - Package 3 - Year 5 and 6

## English/literacy - Creating metaphor

### Things your child will need

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

#### Ideal

- [Creating metaphor video](#)
- Activity sheet 1
- Activity sheet 2
- Paper or workbook
- Pencil or pen
- Highlighter

#### Back up

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

### Before your child starts

This lesson is the final of three lessons which aim to build student understanding of metaphor.

#### What is a metaphor?

A metaphor is a resemblance between one thing and another is declared by suggesting that one thing is another, for example 'My fingers are ice'. Metaphors will say that something is something else by using verbs such as is, are, were and was.

## 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.

## Figurative language

Figurative language creates comparisons by linking the senses and the 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 creating](#) metaphors. The teacher will guide your child as they learn how to identify, explain and create examples of metaphor.

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 metaphor is
- explain the difference between a metaphor and a simile
- create sophisticated examples of metaphor.

## What your child can do next

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

- creating a mind map of their understanding of metaphor
- completing a Venn diagram on simile and metaphor
- creating examples of metaphor.

# Options for your child

## Activity too hard?

Work with your child to find a relationship with something they know. For example, fun is...playing PlayStation or drawing. When comfortable, work with your child to add more detail. For example, “fun is drawing cartoons on a warm summer’s day.

## Activity too easy?

Have your child find examples of metaphor in more sophisticated texts and poetry. Have them discuss questions they have with an adult to help them to understand its meaning.

Children may like to look at well-known metaphors and explore where they originated.

## Extension/additional activity

Your child might create a newspaper article or a teaching video to teach someone about metaphors.

# Activity sheet 1: Analogy, simile and metaphor

## Your task

- Brainstorm vocabulary about the connection between the noun and abstract noun.
- Create a simile
- Create a metaphor
- Challenge: complete some of your own!

### Example

With metaphor

How is anger like a volcano?

With simile

The adder's anger spat venom **as if** lava from a volcano

With metaphor

The adder's anger **was** a volcano; spewing lava to all who dared approach.

With metaphor

How is hope like a bubble?

With simile

With metaphor

With metaphor

How is strength like a tree?

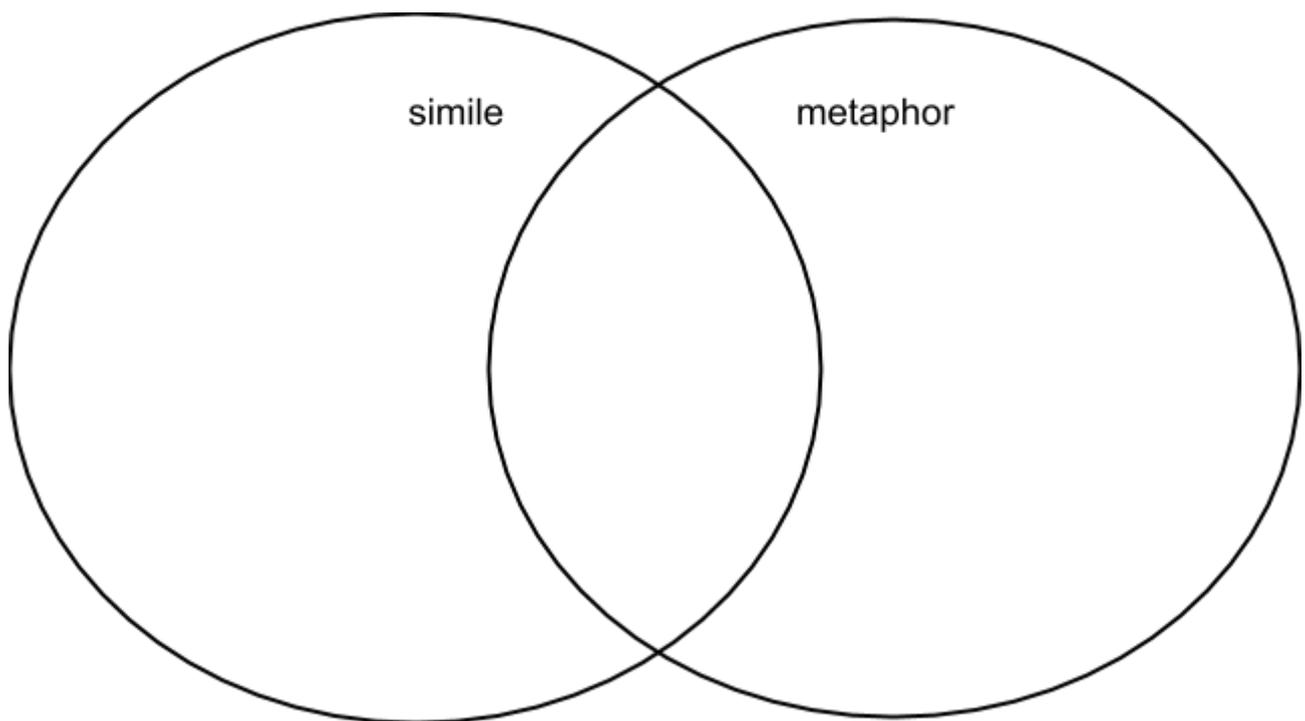
With simile

With metaphor

# Activity sheet 2: Venn diagram

## Your task

- Fill in the characteristics of a simile.
- Fill in the characteristics of a metaphor.
- Determine the similarities between them in the centre section.



# Week 4 - Package 4 - Year 5 & 6

## English - Midnight in gnome city Part 1

### Things your child will need

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

#### Ideal

- [Lesson video](#)
- Activity sheets 1, 2 and 3
- Pen or pencil
- Highlighters, coloured pencils or textas

#### Back up

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

### Before your child starts

This lesson focuses on identifying language that creates tone and atmosphere. We will be looking in depth at idioms, finding examples in the text *Midnight in Gnome City* by Terry Lavelle and identifying their meaning.

This may be the first time your child listens to or reads the text, so reading it together can assist them in getting a sense of the story.

### What is an idiom?

An idiom (or a saying) is a phrase that isn't supposed to be taken literally. Often an idiom means something completely different to what you think it does. Idioms, and the way they are understood are often unique to a country or language.

# What your child needs to do

Your child will watch [a video of a lesson about idioms](#) and will complete a series of activities relating to this. The teacher will guide your child as they learn about this concept.

Throughout the lesson, your child will have activities to support them to:

- understand the meaning of some common idioms.
- develop an understanding of how authors use idioms to create tone and atmosphere.

# What your child can do next

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

- expressing the literal and inferential meaning of idioms.
- matching idioms to their meaning.
- finding examples of idioms in texts.

# Options for your child

## Activity too hard?

Work with your child, giving them opportunities to discuss the meanings of idioms with you. Your child might need support to complete the first few activities before they feel confident enough to attempt the rest independently.

## Activity too easy?

Your child might research some other common idioms and might find out their origins.

# Extension/additional activity

Your child might like to use some of the idioms explored in their own sentences, paragraphs or in a story they are writing. They might also like to research the origin of some idioms.

# Activity sheet 1: Idiom images

## Part 1 - Idiom Images

- Think about the phrase 'hit the sack'.
- Draw what you think it means in the space below.

## Part 2 - Idiom Images

- Think about the phrase: I'm so tired, I think I will hit the sack.
- Draw what you think it means in the space below.

# Activity sheet 2: Idiom Match Up

## Your task

- Read each idiom
- Draw a line to match it with the phrase that describes it best.

Put your eggs in one basket.

Time passes quickly.

Time flies.

To stop complaining.

Bend over backwards.

To put all your effort into one plan.

Suck it up.

To go ahead and say something.

Stuck in a rut.

To improve your behaviour.

Spit it out.

To try very hard to do something.

Shoot yourself in the foot.

To do something that causes problems.

Pull your socks up.

To live a boring, uneventful life.

# Activity sheet 3: Identifying idioms

## Your task

- Read or listen to the text [Midnight in Gnome City](#) by Terry Lavelle.
- Identify the idioms used in the text.
- Record the idioms used here.

1.

2.

3.

4.

5.

6.

7.

8.

# Week 4 - Package 5 - Year 5 & 6

## English - Midnight in gnome city Part 2

### Things your child will need

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

#### Ideal

- [Lesson video](#)
- Activity sheets 1, 2 and 3
- Pen or pencil
- Highlighters, coloured pencils or textas

#### Back up

- [Printed version of the PowerPoint presentation](#)
- [Midnight in Gnome City](#) from The School Magazine

### Before your child starts

This lesson focuses on how authors use inference to communicate a message. We will be looking in depth at inference, finding examples in the text *Midnight in Gnome City* by Terry Lavelle.

### What is inference?

Inference can be defined as the process of drawing of a conclusion based on the available evidence plus previous knowledge and experience. Students must use clues from the text and their own understanding, knowledge and experience to draw logical conclusions. Authors use inference to communicate messages, themes and concepts in their writing.

## What your child needs to do

Your child will watch a [video](#) of a lesson about inference and will complete a series of activities relating to this. The teacher will guide your child as they learn about this concept.

Throughout the lesson, your child will have activities to support them to:

- interpret and analyse the way authors use inference to communicate a message.

## What your child can do next

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

- interpreting and discussing the main theme or concept of a text.
- justifying opinions by using evidence from the text.
- using inference in my writing to communicate a message.

## Options for your child

### Activity too hard?

Work with your child, giving them opportunities to discuss inferences with you. Your child might need support to complete the first few activities before they feel confident enough to attempt the rest independently.

### Activity too easy?

Your child might like to use another text they are reading to identify evidence that supports their inferences.

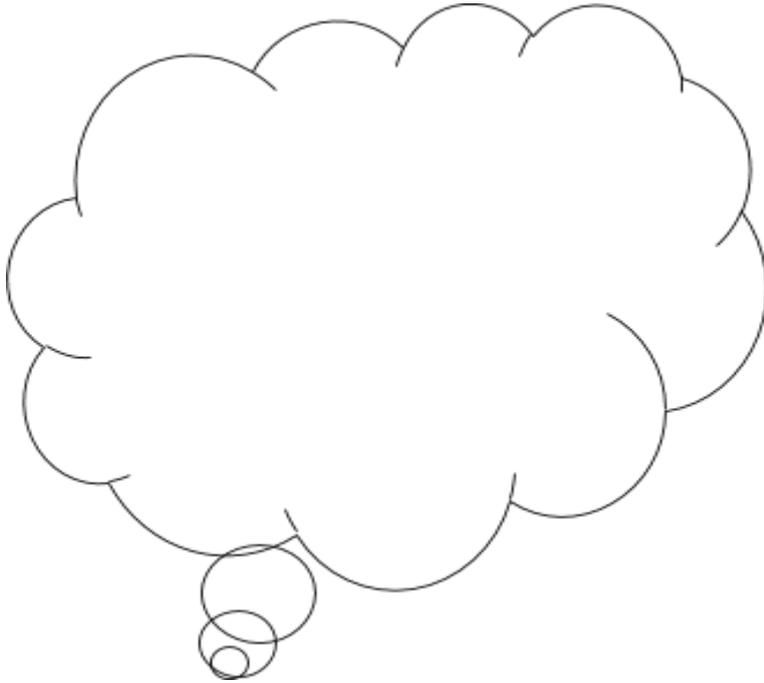
## Extension/additional activity

Your child might like to extend on the writing task by continuing the story on. They could revise, improve, edit and publish this work.

# Activity sheet 1: My thoughts

## Your task

- Read the quote from *Midnight in Gnome City*.
- Add your thoughts about the characters to the thought bubble.



'It's up to you,' said Dylan. 'But if you want to be in the gang, you have to pass the initiation.'

What was I supposed to do? I needed friends. It's only one gnome, right? I could probably pick the oldest one, and then it wouldn't be so bad, would it?

- *Midnight in Gnome City*, story by Terry Lavelle from *The School Magazine*.

# Activity Sheet 2: My evidence

## Your task

- Read the inferential thought.
- Find and record a quote or example from [Midnight in Gnome City](#).

### Inference

Bob is lonely and misses his family.

### Text evidence

### Inference

James is brave and stands up for what he knows is right.

### Text evidence

# Activity Sheet 3: What happens next?

## Your task

- Think about what you know about the characters in Midnight in Gnome City.
- Write what you think might happen:
  - one day later
  - one week later
  - one year later
- Use inference to continue the theme or concept of the story.

## One day later

## One week later

## One year later