Year 5: English

Poetic Devices: Metaphor

This resource can be used to plan an individual English lesson or a unit of work. The suggested activities can be used in the order presented here, or they can be adapted for your teaching plan and classroom.

In collaboration with

Red Room Poetry
Poetry in Meaningful Ways

ClickView
Miniclips

CURRICULUM OBJECTIVES

VIDEO OUTCOMES

English / Year 5 / Literature / Examining literature / ACELT1611

Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes

- discussing how figurative language including simile and metaphor can make use of a comparison between different things, for example 'My love is like a red, red rose'; 'Tyger!, Tyger! burning bright, In the forests of the night'; and how by appealing to the imagination, it provides new ways of looking at the world

TEACHER PACK OUTCOMES

English / Year 5 / Literature / Examining literature / ACELT1610

Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses

- identifying the narrative voice (the person or entity through whom the audience experiences the story) in a literary work, discussing the impact of first person narration on empathy and engagement
- examining texts written from different narrative points of view and discussing what information the audience can access, how this impacts on the audience's sympathies, and why an author might choose a particular narrative point of view

English / Year 5 / Literature / Examining literature / ACELT1611

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English / Year 5 / Literature / Creating literature / ACELT1612

Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced

- using texts with computer-based graphics, animation and 2D qualities, consider how and why particular traits for a character have been chosen

English / Year 5 / Literature / Responding to literature / ACELT1795

Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences

- orally, in writing or using digital media, giving a considered interpretation and opinion about a literary text, recognising that a student's view may not be shared by others and that others have equal claims to divergent views

CURRICULUM OBJECTIVES

English / Year 5 / Literature / Creating literature / ACELT1798
Create literary texts that experiment with structures, ideas and stylistic features of selected authors
- drawing upon fiction elements in a range of model texts - for example main idea, characterisation, setting (time and place), narrative point of view; and devices, for example figurative language (simile, metaphor, personification), as well as non-verbal conventions in digital and screen texts - in order to experiment with new, creative ways of communicating ideas, experiences and stories in literary texts

English / Year 5 / Literacy / Texts in context / ACELY1698
Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context
- identifying the narrative voice (the person or entity through whom the audience experiences the story) in a literary work, discussing the impact of first person narration on empathy and engagement

English / Year 5 / Literacy / Interpreting, analysing, evaluating / ACELY1701
Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text
- explaining how the features of a text advocating community action, for example action on a local area preservation issue, are used to meet the purpose of the text

English / Year 5 / Literacy / Creating texts / ACELY1704
Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience
- selecting an appropriate text structure for the writing purpose and sequencing content according to that text structure, introducing the topic, and grouping related information in well-sequenced paragraphs with a concluding statement
- using vocabulary, including technical vocabulary, appropriate to purpose and context
- using appropriate grammatical features, including more complex sentences and relevant verb tense, pronoun reference, adverb and noun groups/ phrases for effective descriptions

Poems to Share II

Red Room Poetry has created an award-winning classroom resource inspired by *Poetry Object* in partnership with the Australian Association for the Teaching of English.

It brings poetry to life with 40 activity cards that support students' creative writing, reading, speaking, and listening across curriculum stages.

Buy the resource here. Free extended digital resource included with purchase.

Activity	Resources	Outcomes
Activity 1: What Is Metaphor? **Timeframe:** 1 hour **Lesson overview:** Students will discuss their prior knowledge of poetry and be introduced to metaphor by listening to a poem and responding to it.		
Discuss poetry with your students and activate their prior knowledge. You can guide the discussion with the following questions: • What do you know about poetry? • What is an example of a poem that you know? • Why do you think people write poetry? • How does poetry make you feel? • How is poetry different to other forms of writing? Introduce the core poetic devices that are used in poetry: • Imagery • Personification • Metaphor • Alliteration • Simile • Onomatopoeia Watch the ClickView Miniclip *Poetic Devices: Metaphor* as a class. After watching the Miniclip, discuss the poem used in the video (*Adrift In Space* by Saniru from Penrith Selective High School). You can use the *Poem Justification: Adrift In Space* to help provide background context to the poem. The following questions can be used to guide the discussion: • What was the poem about? • What do you think the purpose of this poem is? • How did the poem make you feel? • How has imagery been used to bring the poem to life? • Who do you think the intended audience of this poem is? • What do you think the poem would be like without the use of metaphor? Students can record their thoughts in their workbooks or on the poem itself.	IWB ClickView Miniclip – *Poetic Devices: Metaphor* *Poem: Adrift In Space* *Poem Justification: Adrift In Space* Workbooks	ACELT1610 ACELT1611 ACELT1795 ACELY1698 ACELY1701

Activity	Resources	Outcomes
Activity 2: Creating Your Own Metaphors **Timeframe:** 1 hour **Lesson overview:** Students will practise creating their own metaphors by using a simple equation framework and expanding upon it.		

Re-watch the ClickView Miniclip *Poetic Devices: Metaphor*. Pay particular attention to the explanation of the poetic device.
 	
Summarise what a metaphor is and its purpose in poetry.
 	
As a class, identify and discuss the metaphors featured in the poem from the video. You may use *Poem: Adrift In Space* to help guide this section and encourage students to highlight or circle the metaphors they find.
 	
Then encourage your students to explore metaphors themselves. Instruct them to choose an object. Then think of something to compare it to using *'is'* and write it in their workbooks.
 	
Ask students to choose a subject, then think of an object. They are to put these together as an equation using the word *'is'* (*Subject = object*).
 	
    For example: *'The star is a torch'*
    'The star is a compass'
    'The star is a spider'
 	
Then they should try to extend the metaphor by building on the same image.
 	
    For example: *'The star is a torch winking morse code messages across the universe'*
    'The star is a compass I follow to find my place in the world'
    'The star is a spider spinning a web of light across the sky'
 	
Continue this activity for as long as desired using new subjects.
	IWB
	
	ClickView Miniclip – *Poetic Devices: Metaphor*
	
	Poem: Adrift In Space
	
	Workbooks
		ACELT1611
		
		ACELY1704

Activity	Resources	Outcomes
Activity 3: Exploring Metaphor Further **Timeframe:** 45 minutes **Lesson overview:** Students will read a variety of student poems from Red Room's *Poetry Object* competition to identify examples of metaphor and its effect.		
Use the following poems submitted as part of Red Room's *Poetry Object* competition. Each poem includes examples of metaphor. You may go through each poem as a class, or divide your class into groups and distribute one poem to each. Read through each poem and have students highlight any metaphor they can find. They can write down each example in their workbook and write a short reflection on how the device is used and how it makes them feel. Students can also discuss the purpose of the text, who the intended audience is, and what the author is trying to communicate. *Poetry Object* poems: • Home Movie by Jo, Teacher at Karamu High School • My Cotton Warrior by Skye, Year 4 • City of Dots by Mim, Year 4 • The Voltaic Wire by Owen, Year 5 **Extension:** Students can analyse the poems for additional poetic devices that have been used. These may include simile, imagery, alliteration, personification, or onomatopoeia. How have they been used and how do they add depth and meaning to the poems?	IWB Computer or tablet with Internet connection Workbooks	ACELT1610 ACELT1611 ACELT1795 ACELY1698 ACELY1701

Activity	Resources	Outcomes
Activity 4: Writing a Poem **Timeframe:** Multiple lessons **Lesson overview:** Students will write their own poem incorporating imagery as a poetic device.		
Students are to create their own short poem incorporating metaphor. The poem can be written in any form including haiku, acrostic, free verse etc. Students should begin by brainstorming different objects or concepts that are special or of interest to them. The object can be brought from home into class or chosen from the classroom. Once all students have decided on their object or concept, they can use questions from the *Pre-writing Prompt Guide* to kickstart their creativity. Students can choose one question from the sheet, multiple questions, or the class can answer all of them (set a timer for three minutes to answer each question). The prompts provided require students to use metaphor and other poetic devices. Once students have used the prompts to experiment with metaphor (and other poetic devices), they can then begin drafting their poem. Students should continue to edit and refine their poem, then create a final copy. You may choose to publish some of these poems in your school newsletter or around your classroom. **Optional:** Sign up your class to partake in Red Room Poetry's annual competition *Poetry Object*. Red Room *Poetry Object* is Australasia's largest free poetry-writing competition for young people and their teachers. *Poetry Object* ignites imaginations by inviting poems inspired by treasured, curious, everyday, extraordinary, interplanetary, or talismanic objects. Follow this link to learn more about the competition, the dates of entry, 18,000+ student poems, and accompanying learning resources. *https://redroomcompany.org/projects/poetry-object/*	An object or theme chosen by each student *Pre-writing Prompt Guide* Workbooks **Optional:** *Poetry Object* competition	ACELT1610 ACELT1612 ACELT1798 ACELY1704