

Year 5: English

Poetic Devices: Simile

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



▶ 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 |
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| <p><u>Activity 1: What Is Simile?</u> Timeframe: 1 hour Lesson overview: Students will discuss their prior knowledge of poetry and be introduced to personification by listening to a poem and responding to it.</p> <hr/> <p>Discuss poetry with your students and activate their prior knowledge.</p> <p>You can guide the discussion with the following questions:</p> <ul style="list-style-type: none"> • 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? <p>Introduce the core poetic devices that are used in poetry:</p> <ul style="list-style-type: none"> • Imagery • Personification • Metaphor • Alliteration • Simile • Onomatopoeia <p>Watch the ClickView Miniclip <i>Poetic Devices: Simile</i> as a class.</p> <p>After watching the Miniclip, discuss the poem used in the video (<i>My Golden Butterfly</i> by Bella from Balgowlah Heights Public School). You can use the <i>Poem Justification: My Golden Butterfly</i> to help provide background context to the poem.</p> <p>The following questions can be used to guide the discussion:</p> <ul style="list-style-type: none"> • What was the poem about? • What do you think the purpose of this poem is? • How did the poem make you feel? • How has personification been used to bring the object in 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 simile? <p>Students can record their thoughts in their workbooks or on the poem itself.</p> | <p>IWB</p> <p>ClickView Miniclip – <i>Poetic Devices: Simile</i></p> <p><i>Poem: My Golden Butterfly</i></p> <p><i>Poem Justification: My Golden Butterfly</i></p> <p>Workbooks</p> | <p>ACELT1610</p> <p>ACELT1611</p> <p>ACELT1795</p> <p>ACELY1698</p> <p>ACELY1701</p> |

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| <p><u>Activity 2: Creating Your Own Simile</u> Timeframe: 45 minutes Lesson overview: Students will practise creating their own simile by choosing an object or abstract concept and using prompts to bring it to life.</p> | | |
| <p>Re-watch the ClickView Miniclip <i>Poetic Devices: Simile</i>. Pay particular attention to the explanation of the poetic device.</p> | IWB | ACELT1611 |
| <p>Summarise what simile is and its purpose in poetry.</p> | ClickView Miniclip – <i>Poetic Devices: Simile</i> | ACELT1612 ACELY1698 |
| <p>As a class, identify and discuss the simile featured in the poem from the video. You may use <i>Poem: My Golden Butterfly</i> to help guide this section and encourage students to highlight or circle the similes they find.</p> | <i>Poem: My Golden Butterfly</i> | ACELY1704 |
| <p>Brainstorm some obvious similes (e.g. <i>as white as snow</i>) and some more original or unusual alternatives (e.g. <i>as white as fish bones, as white as milk teeth, as white as hospital sheets</i>).</p> | Workbooks | |
| <p>Then encourage your students to explore simile themselves. Instruct them to choose an object. They should consider its colour, texture, or other characteristics. Does it remind them of something else? Students should use three similes to comparing their object to something else.</p> | | |
| <p>Students can extend this by creating a list of similes that use the five senses: what does it smell like, feel like, taste like, sound like and look like?</p> | | |
| <p>Continue this activity for as long as desired using new objects.</p> | | |

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| <p><u>Activity 3: Exploring Simile Further</u> Timeframe: 45 minutes Lesson overview: Students will read a variety of student poems from Red Room's <i>Poetry Object</i> competition to identify examples of simile and its effect.</p> <hr/> <p>Use the following poems submitted as part of Red Room's <i>Poetry Object</i> competition. Each poem includes examples of simile.</p> <p>You may go through each poem as a class, or divide your class into groups and distribute one poem to each.</p> <p>Read through each poem and have students highlight any simile 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.</p> <p><i>Poetry Object</i> poems:</p> <ul style="list-style-type: none"> • Golden Chain by Alicia, Year 5 • City of Dots by Mim, Year 4 • Visions by Anne, Year 5 • Windmills by Eileen Chong • Tia by Abby, Year 3 • The Voltaic Wire by Owen, Year 5 <p>Extension: Students can analyse the poems for additional poetic devices that have been used. These may include personification, imagery, alliteration, metaphor, or onomatopoeia.</p> <p>How have they been used and how do they add depth and meaning to the poems?</p> | <p>IWB</p> <p>Computer or tablet with Internet connection</p> <p>Workbooks</p> | <p>ACELT1610</p> <p>ACELT1611</p> <p>ACELT1795</p> <p>ACELY1698</p> <p>ACELY1701</p> |

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| <p><u>Activity 4: Writing a Poem</u> Timeframe: Multiple lessons Lesson overview: Students will write their own poem incorporating simile as a poetic device.</p> <hr/> <p>Students are to create their own short poem incorporating simile. The poem can be written in any form including haiku, acrostic, free verse etc.</p> <p>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. They may choose to use the same object or concept from Activity 2: Creating Your Own Simile.</p> <p>Once all students have decided on their object or concept, they can use questions from the <i>Pre-writing Prompt Guide</i> 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 simile and other poetic devices.</p> <p>Once students have used the prompts to experiment with simile (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.</p> <p>You may choose to publish some of these poems in your school newsletter or around your classroom.</p> <p><u>Optional:</u> Sign up your class to partake in Red Room Poetry's annual competition Poetry Object.</p> <p>Red Room <i>Poetry Object</i> is Australasia's largest free poetry-writing competition for young people and their teachers. <i>Poetry Object</i> ignites imaginations by inviting poems inspired by treasured, curious, everyday, extraordinary, interplanetary, or talismanic objects.</p> <p>Follow this link to learn more about the competition, the dates of entry, 18,000+ student poems, and accompanying learning resources.</p> <p>https://redroomcompany.org/projects/poetry-object/</p> | <p>An object or theme chosen by each student</p> <p><i>Pre-writing Prompt Guide</i></p> <p>Workbooks</p> <p><u>Optional:</u> Poetry Object competition</p> | <p>ACELT1610</p> <p>ACELT1612</p> <p>ACELT1798</p> <p>ACELY1704</p> |