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Connected Learning Team Primary

Year 5

English Package

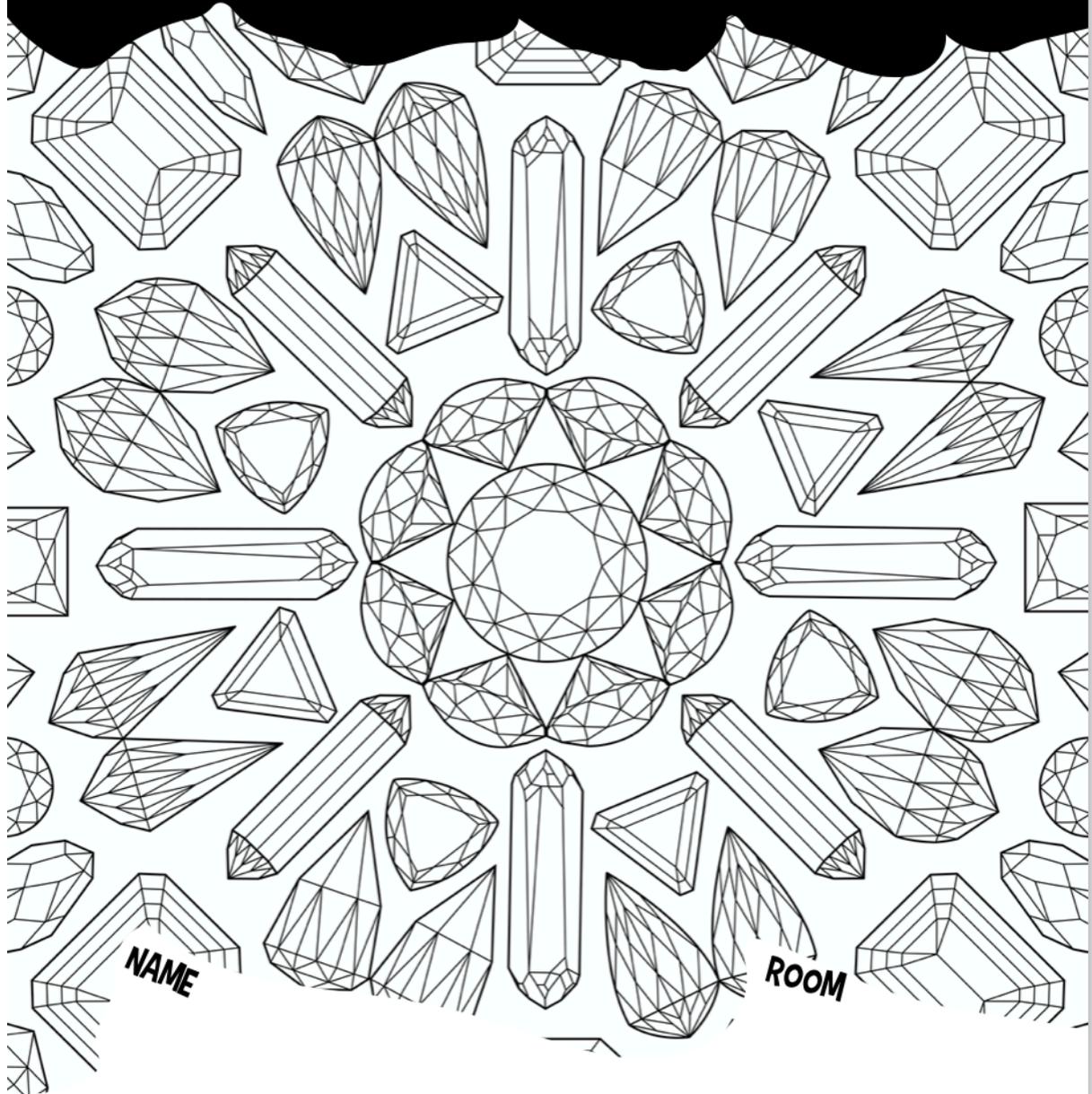
Reading

Writing

2 weeks

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YEAR 5



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Year 5 ENGLISH

Writing

Literacy: Expressing and developing ideas

Understand how noun groups/phrases

and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)

Literature: Examining Literature

Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)

Literacy: Interpreting, analysing and evaluating

Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)

Reading

Literature: Examining Literature

Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)

Literature: Examining Literature

Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)

Literacy: Interpreting, analysing and evaluating

Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)

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Our timetable

| Day 1 | Day 2 | Day3 | Day4 | Day5 |
|--|--|--|--|---|
| Reading Making Inferences | Reading Making Inferences | Reading Fact and Opinion | Reading Fact and Opinion | Reading Interpreting figurative language |
| Writing Grammar: Parts of speech | Writing Grammar: Parts of speech | Writing Grammar: Parts of speech | Writing Punctuation: Apostrophes for contractions | Writing Parts of speech Review |

Parents: Please see the back of the package for answers. These have been provided for activities with explicit answers

[Type here]

Our timetable

| Day 6 | Day 7 | Day 8 | Day 9 | Day 10 |
|--|--|--|--|--|
| Reading Interpreting figurative language | Reading Interpreting figurative language | Reading Interpreting figurative language | Reading Interpreting figurative language | Reading Interpreting figurative language |
| Writing Writing a review |

Parents: Please see the back of the package for answers. These have been provided for activities with explicit answers.

WELCOME TO...

Day 1

you
GOT. =
= this

Reading

| | | |
|---|--|--|
| Topic: Reading comprehension: Making Inferences | Time required: 45 minutes | Let's check in! How are you feeling?  Comment: |
| We are learning to... use a range of comprehension strategies to interpret, understand and analyse text. | I will be successful if I can... <ul style="list-style-type: none">○ Combine the clues from the text with my own knowledge to 'read between the lines' | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

Inferences

When we make inferences; we join what we have read, with what we already know to 'read between the lines'.

When you are reading, use quotes from the text and note the page number for future reference.

Then, use your background knowledge and prior experiences from your own life.

Now, put them together and make a conclusion about the text.

This is your inference.

Read the text over the page to complete your own inferences. You can continue with the table that has already been started for you with an example OR you can use the blank table to come up with your own inferences.

Let's Practise!

| | |
|---|---|
| <p>Aunty Shirley approached the counter with a handful of large Kleenex, a bag of cough drops and a bottle of orange juice.</p> | <p>What can you infer about how Aunty Shirley is feeling?</p> <hr/> <p>Which parts of the text made you infer this?</p> <hr/> <hr/> |
| <p>"Right!" screamed Mrs Jenkins, "I don't want to ask you again! I want 2 lines neatly waiting at the door"</p> | <p>What can you infer about how Mrs Jenkins is feeling? Who do you think she is talking to?</p> <hr/> <hr/> <p>Which parts of the text made you infer this?</p> <hr/> <hr/> |

| | |
|---|--|
| <p>The wheels could be heard as they walked down the street. She checked the time, two more times. Yep, it was still 4:00am. "The taxi will be here any minute", mum said. "Are you sure you have your passport?"</p> | <p>What can you infer about this text? Where do you think they are going? Why would it be 4am?</p> <hr/> <hr/> <p>Which parts of the text made you infer this?</p> <hr/> <hr/> |
| <p>"Can I go later then?", the boy begged. "Not until you're finished! It's due tomorrow"</p> | <p>What can you infer about this text?</p> <hr/> <hr/> <p>Which parts of the text made you infer this?</p> <hr/> <hr/> |

Chapter 1

PRANKS AND PROBLEMS

Monday, April 1, 7:25 a.m.

April 1 was the most hazardous day of the school year at Harwington Middle School and by far Mei's least favorite date on the calendar. She'd have willingly accepted a cough and stuffed-up nose to stay home in bed. Yet here she was, walking in the school's front door.

"Mei! Mei, check this out!" Amir called from the other side of the lobby.

"Aiya," Mei muttered under her breath. She walked faster, pretending she hadn't heard him. Amir had some dumb prank or

joke ready *every* day. The pranks got bigger and more obnoxious on April Fools' Day. Mei wanted to skip whatever "hilarious" gag he had waiting for her. If she could just make it to Miss Palermo's math classroom, the teacher's presence might save her.

Amir took a running leap, landing loudly as his sneakers slapped the tile floor right in front of her. He spread his arms wide, veering left as she tried to dodge him on that side. But that was a fake. Mei spun right, shooting past Amir and down the hall. It was the same move she used to beat defenders on the lacrosse field. Worked every time.

"You're missing out!" Amir called after her.

"So immature," Mei grumbled as she continued on her way to homeroom. There must be a rule against pranks in the Student Code of Conduct. If there wasn't, there should be. She made a mental note to check.

Amir turned and scouted the lobby for someone more appreciative of his talents. His eyes landed on Trinidad's bouncy curls. Trinidad herself wasn't visible over the head of whoever she was talking to, but her hair had a good couple inches on the rest of her. If that weren't enough of a giveaway, there was also her cute best friend, Claudia, standing nearby. He made his way toward them, dodging people heading to class and other pranksters on the way.

"Happy April Fools' Day!" he shouted when he reached the girls, giving them a toothy grin.

| Pg. | Quote | Clue | My knowledge | My inference |
|-----|--|---------------------------|--|--|
| 6 | "it was the same move she used to beat defenders on the lacrosse field. Worked every time" | "To beat" "Every time" | I know that when playing sport, there are defenders and attackers. | I infer that the narrator is an attacker when she plays Lacrosse. In the text, she says she "beats defenders". I imagine her ducking, weaving and dodging the defenders in order to help her team. The fact she then says it works every time, makes me infer that she must be a very good player. |
| 10 | "When you skip a grade you don't get a year off" | "skip" "year off" | I know that April Fools Day is celebrated on 1 st of April every year. This is a day where people play pranks on each other and tell lots of jokes. | The text has made me believe that possibly Mei has had a negative experience with April Fools Day before. Maybe she had someone play a prank on her and she felt embarrassed. |
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| | | | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

[Type here]

What I'm proud of:

Questions I still have:

Time taken to complete:

Let's check in again!
How are you feeling?



[Type here]

Writing

| | | |
|--|---|--|
| Topic: Grammar: Parts of speech | Time required: 45 minutes | Let's check in! How are you feeling?  Comment: |
| We are learning to... understand how different parts of speech makes our writing easier and more interesting to read. | I will be successful if I can... <ul style="list-style-type: none">Sort nouns into their families | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

COMMON NOUNS

Words that name ordinary items that can be touched or seen. They do not need a capital letter.

Brainstorm time!

[Type here]

PROPER NOUNS

Special nouns that name a particular person, place or thing. Proper nouns always have a capital letter.

Brainstorm time!

CONCRETE NOUNS

Words that can be identified through one of the five senses (taste, touch, sight, hearing, smell). Example: coffee, television

Brainstorm time!

[Type here]

ABSTRACT NOUNS

Words that are feelings or emotions. They can't be seen but are felt
(Eg: friendship, greed)

Brainstorm time!

SINGULAR NOUNS

Nouns that name one person, place or thing.

Brainstorm time!

[Type here]

PLURAL NOUNS

Words that name more than one person, place or thing. (Eg: beaches, children)

Brainstorm time!

COLLECTIVE NOUNS

Words that name groups of people or things. (eg flock, class)

Brainstorm time!

[Type here]

What I'm proud of:

Questions I still have:

Time taken to complete:

Let's check in again!
How are you feeling?



WELCOME TO...

Day 2

you
GOT!
this

Reading

| | | |
|---|---|--|
| Topic: Reading comprehension: Making Inferences | Time required: 45 minutes | Let's check in! How are you feeling?  Comment: _____ _____ _____ _____ _____ _____ |
| We are learning to... use a range of comprehension strategies to interpret, understand and analyse text. | I will be successful if I can... <ul style="list-style-type: none">o Combine the clues from the text with my own knowledge to 'read between the lines' | |

Inferences

When we make inferences; we join what we have read, with what we already know to 'read between the lines'.

When you are reading, use quotes from the text and note the page number for future reference.

Then, use your background knowledge and prior experiences from your own life.

Now, put them together and make a conclusion about the text. This is your inference.

Read the text over the page to complete your own inferences. You can continue with the table that has already been started for you with an example OR you can use the blank table to come up with your own inferences.

Let's Practise!

| | |
|--|--|
| <p style="text-align: center;">SGIO! Go Eagles Go! SGIO!</p> <p style="text-align: center;">The crowd was screaming. The lights were on. The players were ready. This was an important game.</p> | <p>What can you infer the text? Where is it set? Why could it be important?</p> <hr/> <p style="text-align: center;">Which parts of the text made you infer this?</p> <hr/> |
| <p style="text-align: center;">“Not again!” she screamed. “I can’t go through that again. It was bad enough the first time!! Plus, I’ve just eaten lunch and everyone knows not to do something like ‘that’ (she points) straight after eating!”</p> | <p>What can you infer about the text? What doesn’t she want to do?</p> <hr/> <p style="text-align: center;">Which parts of the text made you infer this?</p> <hr/> |
| <p>The sound of the roosters, the rising sun. It was time to get up and get ready for the day. She got herself organised and went out the back.</p> | <p>What can you infer about this text? Where do you think this is set? What is ‘out the back’?</p> <hr/> <p style="text-align: center;">Which parts of the text made you infer this?</p> <hr/> |

“One, two, three! Blow!”
She was very relieved that
the annoying song, which
embarrasses her every
year, was finally over.

What can you infer about this text?
What is the annoying song?

Which parts of the text made you
infer this?



IF YOU'RE EXPECTING GUESTS, spend at least a week cleaning and preparing. And stay calm. No one likes a stressed hostess!

Chapter Two

The Bland Sisters' mailbox was a metal box nailed to a wooden pole. A red flag on the box would be turned up by the neighborhood postal carrier, Miss Penny Post, if mail had been delivered. Jaundice and Kale had learned this the hard way; recently, they discovered that several years of correspondence had accumulated in the mailbox, as neither of them had been checking it regularly.

Today, the red flag was up. Jaundice felt a twinge of excitement. She had signed up for a subscription to a magazine called *Nuts for Knots* and was very much looking forward to her first issue. Unfortunately, upon opening the

mailbox, Jaundice beheld an envelope far too small and thin to hold any periodical.

"We've got a letter," Jaundice announced as she returned to her place on the couch. She ripped open the envelope with one finger, careful not to give herself a paper cut.

"Is it from our parents?" asked Kale, emerging from the bathroom. Jaundice passed the letter to her sister so she could read it for herself.

Darling daughters,

Fabulous news—your Aunt Shallot is coming to town! She'll be looking for you at the Dullsville depot on Saturday just before noon; we hope you might help her with her bags and with anything else she might need. We're sure you'll recognize her immediately, but just in case, she says she'll be wearing one of her trademark hats, and she now has gray hair and wears glasses.

Have fun!

Yours,

Mom and Dad

"A visitor? Staying here? What shall we do?" said Kale, wringing her hands.

| Pg. | Quote | Clue | My knowledge | My inference |
|-----|---|------------------|---|---|
| 8 | <p>"A visitor? Staying here? What shall we do!"</p> | <p>"visitor"</p> | <p>I know that usually when people say they are having a visitor, it means someone is coming to the house that doesn't live there. Usually, if you have a visitor coming to your house who is very familiar or a family member, you would say "Aunt Shallot? Staying here?"</p> | <p>I infer that the sisters have never met Aunt Shallot before.</p> |
| | | | <hr/> | <hr/> |

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| | | | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| | | | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

What I'm proud of:

Questions I still have:

Time taken to complete:

Let's check in again!
How are you feeling?



Writing

| | | |
|--|--|--|
| Topic: Grammar: Parts of speech | Time required: 45 minutes | Let's check in! How are you feeling?  Comment: |
| We are learning to... understand how different parts of speech makes our writing easier and more interesting to read. | I will be successful if I can... <ul style="list-style-type: none">○ Explain the use of verbs○ Identify verbs in a sentence○ Identify adjectives in a sentence | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

VERBS

Verbs are action words. They tell us what the nouns or pronouns are doing. Verbs can be simple (one) or compound (one and another)

Brainstorm time! Braintstorm some verbs below:

Verbs and Adjectives

Underline the verb in these sentences and write S (simple verb) or a C (compound verb) above the verb.

- The train chugged along the tracks as the thieves rode their horses alongside.
- He will be allowed to go out tonight
- Dad has made me a new cubby house
- Both our school teams were beaten in the first round of the knock-out competition

Highlight the correct verb for these sentences and write the tense at the end of the sentence.

- Next year he (will grow/grew) about five centimeters.
- _____
I (hope/hoped) I get a new bike soon. _____
- Yesterday I (bought/will buy) a new outfit. _____
- We (danced/dance) all night at the school disco. _____

Put a circle around the adjectives in the following sentences.

- The seven girls went out for dinner and came home very late.
- The shiny red convertible sped along the new highway.
- The third boy was totally exhausted, but he ignored the extreme pain and finished the race
- The young boy wanted a new mountain bike.

Questions I still have:

Time taken to complete:

Let's check in again!
How are you feeling?



WELCOME TO...

Day 3

you
GOT. =
= this

Reading

| | | |
|---|---|---|
| Topic: Reading comprehension: Fact and Opinion | Time required: 45 minutes | Let's check in! How are you feeling?  Comment: |
| We are learning to... use a range of comprehension strategies to interpret, understand and analyse text. | I will be successful if I can... <ul style="list-style-type: none">o Identify the difference between a fact and an opiniono Organise information from a text into fact and opinion | <hr/> <hr/> <hr/> <hr/> <hr/> |

Fact and Opinion

Author's often use a mixture of facts and opinions to create their texts. Sometimes these can sway the reader's opinion.

Use the space over the page to brainstorm facts and opinions about your favourite hobby, country or sports team.

Look at the example below before getting started.

| Facts | Opinions |
|---|--|
| Roald Dahl's books have sold more than 250 million copies worldwide. | Roald Dahl would have been a better sportsman. |
| Roald Dahl was born in Wales. | I loved reading <i>The Witches!</i> |
| Roald Dahl's works include <i>James and the Giant Peach</i> , <i>Matilda</i> and <i>The Witches</i> . | Roald Dahl is an excellent writer. |

FACTS

OPINIONS

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Look at the list of sentences below. Highlight the FACTS in one colour and the OPINIONS in another colour.

Use the key below to explain your colour coding.

Fact

Opinion

1. Mount Fuji is actually a volcano.
2. Polar bears have blubber to keep them warm.
3. Watching a movie is more fun than playing a video game.
4. You should always do your homework!
5. Asia is the largest continent in the world.
6. A hyperbole is an exaggeration.
7. When you multiply an odd number with an even number, the answer will always be even.
8. Reading books is boring.

Let's Practise!

| | |
|---|---|
| <p>Baking cookies takes less than an hour. First, you need to add 2 cups of flour, ½ cup sugar, 2 cups chocolate chips, 2 eggs, 1 teaspoon salt and 1 teaspoon vanilla to a mixing bowl. Next you stir the ingredients together until they are completely combined.</p> | <p>Is this a fact or opinion?</p> <hr/> <p>How do you know?</p> <hr/> <hr/> |
| <p>My mum's cookies are definitely the best in town! She uses the yummiest ingredients. First, she uses the creamiest butter and she gets the freshest eggs.</p> | <p>Is this a fact or opinion?</p> <hr/> <p>How do you know?</p> <hr/> <hr/> |
| <p>African Lions are a golden or tawny-brown colour and have large padded feet and retractable claws. The male lion has a mane which makes him look bigger than he actually is and protects his throat from the claws and teeth of other animals.</p> | <p>Is this a fact or opinion?</p> <hr/> <p>How do you know?</p> <hr/> <hr/> |

If you've never played Minecraft, give it a go! This game is very popular. If you're not interested in playing Survival, play in Creative mode and build to your heart's content. It is so good because it's available on all modern game consoles and PC. So, what's stopping you?

Is this a fact or opinion?

How do you know?



BOBBY ORR

*Little Kid,
Big Heart*

Even though he became a National Hockey League All-Star, Bobby Orr was rarely the biggest player on the ice. But he never let his small size stop him from competing at the highest level. Raised by his parents to appreciate the importance of hard work, the high-scoring “Number Four” made beating his opponents his number one job.

In wintertime, the temperature in Ontario sometimes drops to forty degrees below zero. Ice on the Seguin River can measure three feet deep.

A Canadian town about 150 miles north of Toronto, Parry Sound in the 1950s was home to about 6,000 people—nearly all of them fans of ice hockey. When the river froze, kids like Bobby Orr would play the sport using sticks made from freshly cut saplings.

As a boy, Bobby developed a reputation as one of the quickest, toughest, and most talented hockey players in town. But he didn’t start out that way. When his father first strapped a pair of ice skates onto his son’s feet, four-year-old Bobby promptly fell onto the ice.



Use the text on the previous page to complete the following table. Find as many facts and opinions in the text as you can.

| Facts | Opinions |
|-------|----------|
| | |
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What I'm proud of:

Questions I still have:

Time taken to complete:

Let's check in again!
How are you feeling?



Writing

| | | |
|--|---|--|
| Topic: Grammar: Parts of speech | Time required: 45 minutes | Let's check in! How are you feeling?  Comment: |
| We are learning to... understand how different parts of speech makes our writing easier and more interesting to read. | I will be successful if I can... <ul style="list-style-type: none">○ Identify adverbs in a sentence○ Identify pronouns in a sentence○ Identify prepositions in a sentence | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

PRONOUNS

Pronouns are words that are used instead of a noun (Eg: I, he, they)

Brainstorm time! Brainstorm some pronouns below:

PREPOSITIONS

Prepositions show a connection between a noun or a pronoun and the other words in a sentence. They are usually in front of the noun or pronoun. (Eg: near, above)

Brainstorm time! Brainstorm some prepositions below:

ADVERBS

Adverbs describe a verb. They describe how, when and where. Many adverbs, but not all, end with 'ly'. Many of these words are simple adjectives with a 'ly' at the end.

Brainstorm time! Brainstorm some adverbs below:

WELCOME TO...

Day 4

you
GOT. =
= this

Reading

| | | |
|---|--|---|
| Topic: Reading comprehension: Fact and Opinion | Time required: 45 minutes | Let's check in! How are you feeling?  Comment: |
| We are learning to... use a range of comprehension strategies to interpret, understand and analyse text. | I will be successful if I can... <ul style="list-style-type: none">○ Identify the difference between a fact and an opinion○ Organise information from a text into fact and opinion | <hr/> <hr/> <hr/> <hr/> <hr/> |

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Author's often use a mixture of facts and opinions to create their texts. Sometimes these can sway the reader's opinion.

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| Roald Dahl's works include <i>James and the Giant Peach</i> , <i>Matilda</i> and <i>The Witches</i> . | Roald Dahl is an excellent writer. |

FACTS

OPINIONS

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Look at the list of sentences below. Highlight the FACTS in one colour and the OPINIONS in another colour.

Use the key below to explain your colour coding.

Fact

Opinion

1. A giant tortoise can live to be over 150 years old.
2. Jennifer saw a zebra at the zoo.
3. Everyone should go to see the new gorilla habitat.
4. Wearing a jacket today is a good idea.
5. Snakes do not make good pets.
6. A Komodo dragon is a reptile.
7. The bats in the cave were very scary.
8. A goal in footy is worth 6 points.
9. Maths is the hardest subject.
10. I love visiting Broome, the beaches are beautiful!

Let's Practise!

| | |
|--|----------------------------|
| Visit our pizza store – it comes from Italy! The best pizza topping we have is pepperoni. It is a crowd favourite! | Is this a fact or opinion? |
| | _____ |
| | How do you know? |
| | _____ _____ |

| | |
|--|---|
| <p>One very common pet is the cat. Wondering why? Well, cats are simply the best pet you can have!</p> <p>Most parents are okay with having a pet and children enjoy taking on the responsibility.</p> | <p>Is this a fact or opinion?</p> <hr/> <p>How do you know?</p> <hr/> <hr/> |
| <p>LeBron Raymone James was born on December 30, 1984. He is an American professional basketball player for the <u>Los Angeles Lakers</u> of the <u>National Basketball Association</u> (NBA).</p> | <p>Is this a fact or opinion?</p> <hr/> <p>How do you know?</p> <hr/> <hr/> |
| <p>Lebron is widely considered to be one of the greatest basketball players in NBA history. Discussions ranking him as the greatest basketball player of all time have often been subject to significant debate, with frequent comparisons to <u>Michael Jordan</u>.</p> | <p>Is this a fact or opinion?</p> <hr/> <p>How do you know?</p> <hr/> <hr/> |

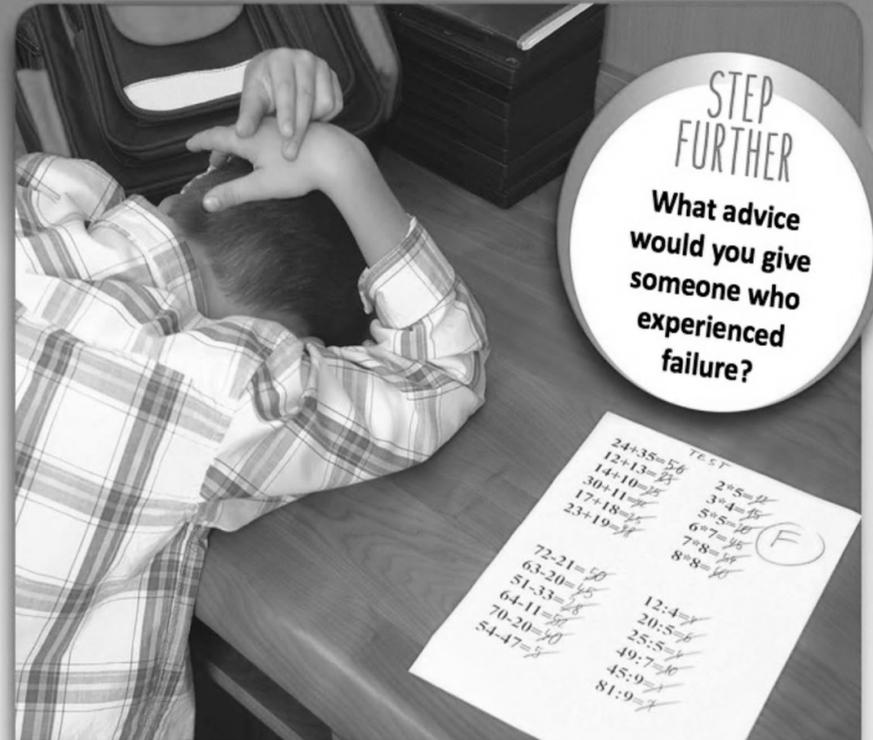
OVERCOMING CHALLENGES



Having grit comes down to a mindset. Your thoughts and actions are what build grit.

Think of the well-known quote—“If at first you don’t succeed, try, try again.” When something doesn’t go your way, don’t give up. When you need a bit of grit to help you succeed, try these tips:

- Sometimes we can lose focus or get discouraged. But don’t let this be an **obstacle**! Remember your goals and why they matter to you to help you keep trying.
- Look at what you are doing and review your plan of action. Should you try a different strategy?
- Learn each time and adjust your strategies as needed. Each attempt should get you closer to your goal.



STEP FURTHER

What advice would you give someone who experienced failure?

Sometimes you have to fail in order to succeed. Think about a time you did not reach your goal. How did this make you feel? You are in control of how you let failure affect you. Should you get discouraged and give up, or use it as a way to learn, improve, and try again? You can learn to look at failures as challenges, and view challenges as opportunities. This will help you develop a gritty mindset.

Use the text on the previous page to complete the following table. Find as many facts and opinions in the text as you can.

| Facts | Opinions |
|-------|----------|
| | |
| | |
| | |
| | |

What I'm proud of:

Questions I still have:

Time taken to complete:

Let's check in again!
How are you feeling?



Writing

| | | |
|---|--|--|
| Topic: Punctuation: Apostrophes for contractions | Time required: 45 minutes | Let's check in! How are you feeling?  Comment: |
| We are learning to... understand how apostrophes can be used in writing. | I will be successful if I can... <ul style="list-style-type: none">Sort words into contractions and expanded wordsWrite the correct contraction for a series of words | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

Contractions

A contraction is a word or phrase that has been shortened by dropping one or more letters. In writing, an apostrophe is used to indicate the place of the missing letters.

Rewrite these contractions in their expanded form.

Isn't _____ she'll _____

I'm _____ I'd _____

You're _____ we'll _____

They'd _____ hasn't _____

Use the table below to sort these words.

Don't, does not, he's, won't, haven't, will not, is not, he will, they are, shouldn't.

| Expanded form | Contraction form |
|---------------|------------------|
| | |
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WELCOME TO...

Day 5

you
GOT. =
= this

Reading

| | | |
|---|---|--|
| Topic: Reading comprehension: Interpreting figurative language | Time required: 45 minutes | Let's check in! How are you feeling?  Comment: |
| We are learning to... Understand why author's use figurative language and the effect it has on a text. | I will be successful if I can... <ul style="list-style-type: none">o Identify similes in a texto Describe the meaning of the simileo Explain why the author has included a simile | <hr/> <hr/> <hr/> <hr/> <hr/> |

Similes

Writers use similes to help their descriptions. A simile is when an author compares two things using the words like or as.

A simile helps a reader to draw on their past experiences or to picture what is being described in their mind.

Example 1

The man was **as** tall **as** Big Ben.

In this example, the author is comparing the man's height, with the height of Big Ben (a tower in London). A reader may have been to London and visited Big Ben before. They may have also read about it or seen it on tv. Using this reference, they would then imagine that the author is trying to say the man is VERY tall.

Example 2

The man was **as** tall **as** a beagle.

In this example, the author is comparing the man's height, with the height of a beagle (a type of dog). A reader may have seen a beagle (dog) before and would know that they are small. They may have also read about beagles or seen them on tv. Using this reference, they would then imagine that the author is trying to say the man is NOT very tall.

Example 3

The students charged up the stairs **like** a herd of elephants.

In this example, the author is comparing the noise of the students, with the noise made by a herd of elephants. A reader can imagine the loud noise a herd of elephants would make. This means they can imagine that the students charging up the stairs are very loud.

Example 4

Andrew's bedroom smelled **like** the inside of an old lunch box.

In this example, the author is comparing the smell of Andrew's bedroom with the smell of an old, mouldy lunch that has been left inside a lunch box. A reader can now quickly tell that Andrew's room smells disgusting!

Look at the table below and write what is being compared in the right hand column.

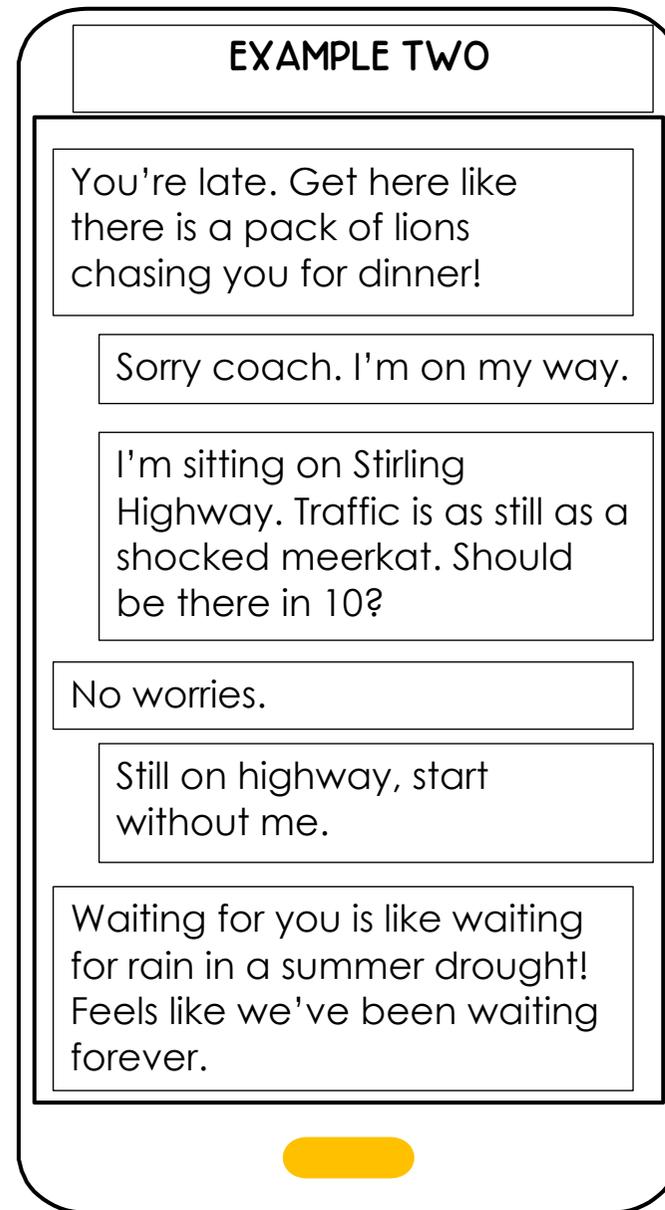
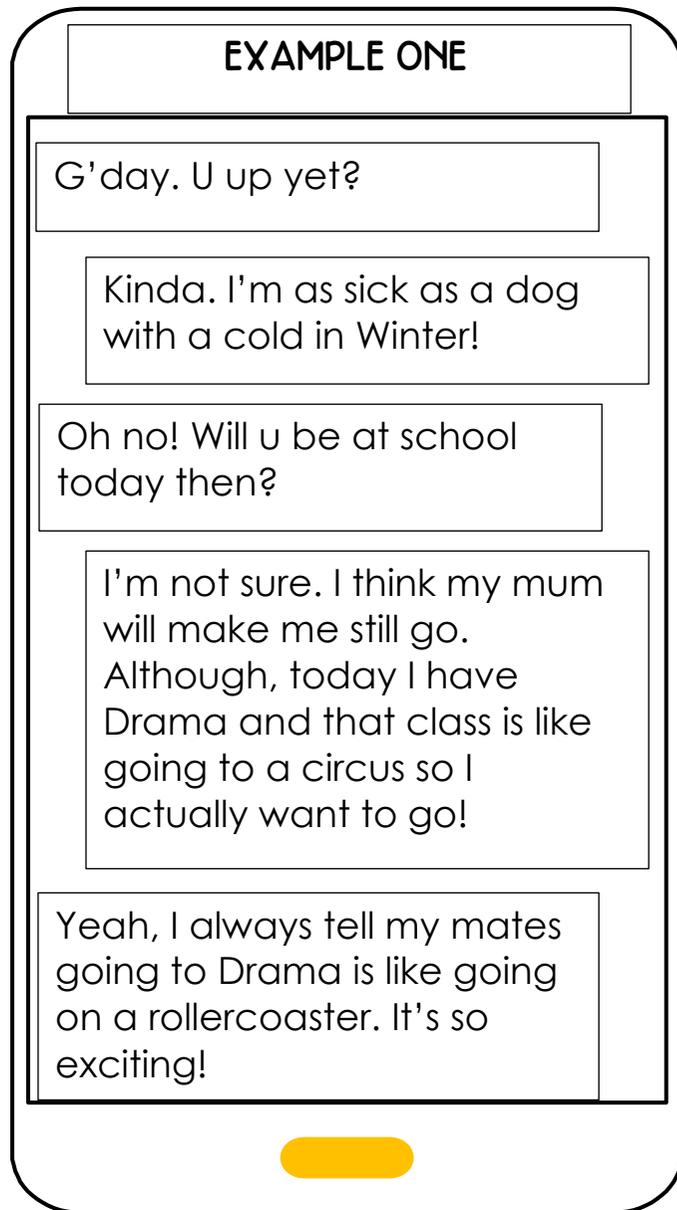
Let's Practise!

| | |
|---|---|
| The sparkling river was like looking at sequins shining in the sunlight. | <hr/> <p>is being compared to</p> <hr/> |
| As soon as they arrived at the park, the children scattered like ants running from water. | <hr/> <p>is being compared to</p> <hr/> |

| | |
|---|---|
| <p>The soft sand of the beach beneath my bare feet, felt like I was walking on silk fabric.</p> | <hr/> <p>is being compared to</p> <hr/> |
| <p>Her hair was golden and ran down her back like an overflowing waterfall.</p> | <hr/> <p>is being compared to</p> <hr/> |
| <p>The explanation the teacher gave the children, was as clear as mud.</p> | <hr/> <p>is being compared to</p> <hr/> |

Read the conversation taking place on the mobile phones over the page. Underline or highlight any similes that you can spot.

!



EXAMPLE THREE

Don't forget your lunchbox!
It's on the bench.

Thanks.

Did you get your lunchbox?

I forgot. I know I have a
memory like a goldfish!

I'll drop it off.

You're like an angel!

See you soon.



Use the texts on the previous page to complete the following table. An example has been done for you.

| Example Number | Simile Quote | What is being compared? | What does the author mean? |
|----------------|---|--|--|
| 2 | Waiting for you is like waiting for rain in a summer drought. | The author is comparing waiting to waiting for rain. | Rain in summer is unusual and in a drought it is almost impossible! The author is trying to tell us that waiting for him is taking a long time and feels hopeless. |
| | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <hr/> |

What I'm proud of:

Questions I still have:

Time taken to complete:

Let's check in again!
How are you feeling?



Writing

| | | |
|---|--|--|
| Topic: Parts of speech review | Time required: 45 minutes | Let's check in! How are you feeling?  Comment: |
| We are learning to... understand how the parts of speech are used in writing | I will be successful if I can... <ul style="list-style-type: none">○ Explain all parts of speech with a definition○ Include at least 5 examples of each | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

Guess what?

Today, your task is to create a poster that reflects all of your learning about the PARTS OF SPEECH so far from across the week. Use colour to make your poster interesting.

What needs to be in it?

Your poster must include a definition for each part of speech learned so far this week. At least 5 examples of each type. Want to do more? Write an example sentence for each type.

What I'm proud of:

Questions I still have:

Time taken to complete:

Let's check in again!
How are you feeling?



WELCOME TO...

Day 6

you
GOT. =
= this

Reading

| | | |
|--|--|--|
| <p>Topic: Reading comprehension: Interpreting figurative language</p> | <p>Time required: 45 minutes</p> | <p>Let's check in! How are you feeling?</p> <p>      </p> <p>Comment:</p> <hr/> <hr/> <hr/> <hr/> |
| <p>We are learning to...</p> <p>Understand why author's use figurative language and the effect it has on a text.</p> | <p>I will be successful if I can...</p> <ul style="list-style-type: none"> ○ Identify metaphors in a text ○ Describe the meaning of the metaphor ○ Explain why the author has included a metaphor | |

METAPHORS

Writers use similes to help their descriptions. A metaphor is when an author compares two things WITHOUT using the words like or as.

A metaphor helps a reader to draw on their past experiences or to picture what is being described in their mind.

Example 1

The boy was an angel.

In this example, the author is comparing the boy, with an angel. A reader knows that angels are seen as pure and good. Using this reference, they would then imagine that the author is trying to say the boy is VERY good or well-behaved.

Example 2

My teacher is a witch.

In this example, the author is comparing their teacher, with a witch. A reader will know that witches are stereotypically evil or mean characters. They may have also read about witches before or seen them on tv. Using this reference, they would then imagine that the author is trying to say that their teacher is mean or evil.

Example 3

His little brother was a volcano ready to explode any minute.

In this example, the author is comparing his little brother, with a volcano ready to explode any minute. A reader knows that volcanos are dangerous and erupt with lava after bubbling. This means that the reader can now imagine that the author's little brother is bubbling with emotion. The author is saying that the little brother could explode any minute. He is unpredictable.

Example 4

My neighbour is a pig when he eats!

In this example, the author is comparing the way the neighbour eats, with the way a pig eats! A reader can now quickly tell that the narrator's neighbour does not have good table manners!

Look at the table on the next page and write what is being compared in the right hand column

Let's Practise!

| | |
|--|---|
| <p>The paintbrush was a magic wand in the painter's hand</p> | <hr/> <p>is being compared to</p> <hr/> |
| <p>The giant's footsteps were thunder as he ran after Jack.</p> | <hr/> <p>is being compared to</p> <hr/> |
| <p>She is a shining star in her class.</p> | <hr/> <p>is being compared to</p> <hr/> |
| <p>When he was grounded for playing too many video games, his home was a prison.</p> | <hr/> <p>is being compared to</p> <hr/> |

| | |
|--|---|
| <p>The noise is music to his ears.</p> | <hr/> <p>is being compared to</p> <hr/> |
|--|---|

Read the texts below to complete the table.

| | |
|---|--|
| <p>Steph just got a new job at a big company called Apple. Since she started, she has been a working sheep dog! Her boss isn't very nice and yells at her almost every day. Last week, he told her she needed to redo a big project that took her 2 weeks to do! Steph ran out of the room like a cheetah.</p> | <p>Highlight any metaphors that you can find in the text</p> <p>Write your own metaphor to describe Steph's new boss below:</p> <hr/> <hr/> <p>Still want more? Can you find the simile? Underline it, if you can.</p> |
| <p>Our babysitter is the best! She deserves a gold medal. She has dark brown hair and is as pretty as a picture! Sometimes, she will let us have a late night snack if we are good! When my little sister is a devil we don't get rewarded though. The only bad thing about our babysitter is that she watches us like a hawk! We can never get away with anything!</p> | <p>Highlight any metaphors that you can find in the text</p> <p>Write your own metaphor to describe the little sister in the story:</p> <hr/> <hr/> <p>Still want more? Can you find the simile? Underline it, if you can.</p> |

| | |
|---|--|
| <p>Stacey's dad is a very wise man. Stacey calls him a wise owl. He always says, "Life is a rollercoaster. Sometimes things are good and sometimes things are bad." Yesterday, Stacey had a very bad day and thought to herself, life is a rollercoaster and it will get better soon.</p> | <p>Highlight any metaphors that you can find in the text</p> <p>Write your own metaphor to describe Stacey's dad below:</p> <hr/> <hr/> |
| <p>Mel is a fish. Well, that's what people say. What they mean is Mel is a really good swimmer. She swims like a mermaid! Mel has been swimming for 10 years and has won over 20 tournaments! Someday, Mel is hoping to compete in the Olympics as a swimmer. Mel's arms are as hard as a rock from swimming laps in the pool every day. She is working like a bumble bee in Spring to get a medal one day.</p> | <p>Highlight any metaphors that you can find in the text</p> <p>Write your own metaphor to describe Mel's swimming ability below:</p> <hr/> <hr/> <p>Still want more? Can you find the simile? Underline it, if you can.</p> |

My Little Brother

My teacher says to use
metaphors and similes
whenever we write poems.

My brother Tom swoops in
like an F5 tornado
and destroys my bedroom.

He's a human wrecking ball
that crashes through my room
leaving trampled toys behind.

But I'd rather write it like this:
I've got an evil little brother.
And just leave it at that.



A Writing Kind of Day by Ralph Fletcher. Available to read on Epic Books.

Use the text on the previous page to complete the following table. See if you can hunt for the similes and metaphors! When you find them, write them down on the polaroid and draw a picture of what you picture in your mind.

The form consists of a large outer rectangle. Inside this rectangle, at the top, is a smaller rectangle representing a polaroid. Below the polaroid are four horizontal lines for writing.

A large rectangular frame with a double-line border. The top portion of the frame is a large empty square. The bottom portion of the frame contains four horizontal lines, providing space for text or notes.

What I'm proud of:

Questions I still have:

Time taken to complete:

Let's check in again!
How are you feeling?



Writing

| | | |
|---|--|--|
| Topic: Reviews | Time required: 45 minutes | Let's check in! How are you feeling?  Comment: |
| We are learning to... Understand how language can be used to influence a reader. | I will be successful if I can... <ul style="list-style-type: none">○ Identify descriptive language○ Identify adjectives○ Adapt a text to improve its effectiveness | <hr/> <hr/> <hr/> <hr/> |

What is a review?

People write reviews to share their opinion of a piece of text, a movie, a game or an experience. Reviews use a rare mix of lots of language features across different genres, which makes them fun and interesting to read and write!

What do you mean by 'language features'?

The features of language support the meaning of a text (eg: sentence structure, vocabulary, figurative language). Choices in language features define the type of text and its overall meaning.

Reviews generally use a lot of opinion-based language (I think), comparative adjectives (better, best), figurative language (similes, metaphors, idioms) and a mix of sentence structures.

Study the review below and locate the adjectives. Highlight them in your favourite colour.

I love playing Roblox!

I love playing Roblox! It was such a fun game! It's got the best graphics and there are so many different levels to choose from. I'm an 11 year old kid who enjoys playing Roblox on an everyday basis. I think Roblox is a good place for kids to learn about maths skills. Also, Roblox is a place where kids can make their imagination come to video games just like Minecraft. There are no down sides to this game - it is amazing!

What did you notice about this review?

Does the author use a range of vocabulary? Brainstorm some effective adjectives which could be used by the author to strengthen their argument.

TIP: Adjectives are describing words

Study the review below and locate the adjectives. Highlight them in your favourite colour.

Beyond Blue Video Game Changes Lives!

Parents need to know Beyond Blue! It is on fire! Your child and their device will be joined at the hip after playing this game! Your children will automatically become better gamers, better scientists and better people through playing this life-changing game. It is a game about ocean exploration and conservation for the Apple Arcade. Players swim through a huge aquatic world, finding and tracking amazing and rare wildlife, while documenting and doing what they can to resolve any human-caused issues they encounter. What an experience! The game has a clear and effective message about the importance of ocean conservation, which quickly emerges through both dialogue and discoveries, as well as a series of short live-action mini documentaries that show what real-world researchers and ecologists are doing to better understand sea life and humanity's impact upon it. The researchers are smart and caring people, interested in helping ocean creatures and compassionate towards people in their lives. There's no inappropriate content to be found in the game - it won't drive you, as a parent, around the bend!

What did you notice about this review?

Does the author use a range of vocabulary? Brainstorm some effective adjectives which could be used by the author to strengthen their argument.

TIP: Adjectives are describing words

WELCOME TO...

Day 7

you
GOT. =
= this

Reading

| | | |
|---|---|--|
| Topic: Reading comprehension: Interpreting figurative language | Time required: 45 minutes | Let's check in! How are you feeling?  Comment: <hr/> <hr/> <hr/> <hr/> <hr/> |
| We are learning to... Understand why author's use figurative language and the effect it has on a text. | I will be successful if I can... <ul style="list-style-type: none">○ Identify idioms in a text○ Describe the meaning of an idiom | <hr/> <hr/> <hr/> <hr/> <hr/> |

IDIOMS

An idiom is a word or phrase which means something different from its literal (real) meaning. Idioms are common phrases or terms whose meaning is changed but can be widely understood by lots of people because they are so popular (heard often) Your parents probably use idioms all the time

Example 1

Pour your heart out

To pour your heart out, means to share all your true feelings to another person. These feelings might be a person's hopes, fears or regrets.

She poured her heart out to us. She's going through a lot right now.

Example 2

Don't cry over spilt milk

To hear the phrase 'don't cry over spilt milk' is a way of saying that someone has overreacted to a small problem.

Don't cry over spilt milk, you've just coloured out of the lines a litte!

Example 3

Head in the clouds

To have your head in the clouds can mean to be daydreaming and not paying attention to what is happening or what has been said.

Are you seriously asking me again? Your head is in the clouds! You need to concentrate!

Example 4

Fish out of water

To be a fish out of water means that a person is uncomfortable in a particular situation.

She walked in on the girls whispering in the corner and she immediately felt like a fish out of water.

Idiom inventory!

Highlight the idioms below that you have heard used in real life before

| | | | | |
|----------------------|-----------------------|-----------------------------|---------------------------|----------------------------------|
| I'm all ears | Have egg on your face | I feel under the weather | In a nutshell | He's snowed under |
| Get your hands dirty | Piece of cake | Money doesn't grow on trees | It's a storm in a tea cup | No skin off my nose |
| Pay an arm and a leg | Let your hair down | Keep your eyes peeled | Break a leg! | We'll have to take a rain check! |

Choose 2 idioms above to write your own understanding of their meaning.

Let's Practise!

| Match the idiom with its meaning | |
|----------------------------------|--|
| Idiom | Meaning |
| We're on the same page | To stay up very late working |
| Don't burn the midnight oil | To put make up on |
| Think outside the box | To listen to someone |
| I am flat broke | To think in an original way |
| I'll just put my face on! | We have the same idea |
| Lend an ear | To cry for a long time |
| Cry your eyes out | Having no money at all |
| Spill the beans | A difficult problem or person |
| Get your hands dirty | To tell a secret |
| Hard nut to crack | To do the unpleasant parts of a job |

Look at the idioms below. Next, you will draw your own comparison between their literal meaning (real meaning) and the figurative meaning (idiom)



VS



A person has ears literally all over their body.

A person is listening carefully.

Read the following paragraph and underline any idioms you think you can find.

One day, I was sitting on a wooden seat at my local park. I've always been told I wear my heart on my sleeve but I couldn't help but notice a little girl crying her eyes out. Poor thing, I thought to myself, probably crying over spilt milk. As I was sitting there, I continued to watch the people pass me by. All of a sudden, something caught my eye. It was a puppy! He was alone! I couldn't wrap my head around why he didn't seem to have an owner. Another person saw the puppy as well and we both approached him slowly. "Easy does it", the kind stranger said. Suddenly, the little girl started running over, "Rocky! Rocky!" she kept yelling repeatedly. It was her puppy! She hadn't been crying over spilt milk like I suspected, she had lost her puppy. She came bounding over and wrapped her puppy in her arms. "To make a long story short," she began...

As the kind stranger and I left the scene, he said, "Let's call it a day!" and we went our separate ways.



Fill in the table on the following page, analysing the meaning of at least 3 examples from the text.

| Quote | Meaning | What I imagine |
|-----------------------------------|--|--|
| <p>Example "Easy does it"</p> | <p><i>Don't rush, approach slowly.</i></p> | <p><i>I imagine the narrator and the kind stranger walking slowly and quietly.</i></p> |
| <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> |
| <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> |
| <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> |

What I'm proud of:

Questions I still have:

Time taken to complete:

Let's check in again!
How are you feeling?



Writing

| | | |
|---|---|--|
| Topic: Reviews | Time required: 45 minutes | Let's check in! How are you feeling?  |
| We are learning to... Understand how language can be used to influence a reader. | I will be successful if I can... <ul style="list-style-type: none">○ Identify figurative language○ Adapt a text to improve its effectiveness | Comment: <hr/> <hr/> <hr/> <hr/> <hr/> |

What is a review?

People write reviews to share their opinion of a piece of text, a movie, a game or an experience. Reviews use a rare mix of lots of language features across different genres, which makes them fun and interesting to read and write!

Figurative language is an effective way to get a message across to a reader in a creative way. Many writers use similes, metaphors and idioms to communicate their message.

Simile – A simile compares two things using the words 'like' or 'as' (eg: his back was as stiff as a board)

Metaphor – A metaphor compares two things without using the words 'like' or 'as' (eg: her hair cascaded like a waterfall down her back)

Idiom – An idiom is a commonly used and understood term that does not use its literal meaning (eg: break a leg [for good luck])

Study the review below and locate any figurative language. Highlight them in your favourite colour.

Agent Toby Barks

This movie is not for dinosaurs! Parents need to know that *Agent Toby Barks*, is a Laugh-Out-Loud live-action comedy, which tells the story of dog with a double life. Sitting down with your family to watch this movie is a walk in the park. Your kids eyes will be glued to the screen. At home with his family, Toby is, put simply, the best pet ever. But when the moon replaces the sun and night is upon us, when his humans are asleep, Toby becomes a talking canine and an important member of a team of high-ranking US government agents. You'll be on cloud nine watching this amazing movie! The movie is a slapstick comedy with larger-than-life villains and suspense. A warning for those who may have their head in the clouds - there is some cartoon violence. However, your kids won't be crying with flowing rivers running down their cheeks. The loveable and entertaining characters are frozen, gassed, thrown, and zapped. Don't be a deer in the headlights though - this is for kids who are comfortable with slapstick humour!

What did you notice about this review?

Does the author use a range of vocabulary? Record your favourite sentences from the review below:

What I'm proud of:

Questions I still have:

Time taken to complete:

Let's check in again!
How are you feeling?



WELCOME TO...

Day 8

you
GOT. =
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Reading

| | | |
|--|---|---|
| <p>Topic: Reading comprehension: Interpreting figurative language</p> | <p>Time required: 45 minutes</p> | <p>Let's check in! How are you feeling?</p> <p>      </p> <p>Comment:</p> |
| <p>We are learning to...</p> <p>Understand why author's use figurative language and the effect it has on a text.</p> | <p>I will be successful if I can...</p> <ul style="list-style-type: none"> ○ Identify hyperbole in a text ○ Describe the meaning of a hyperbole | <hr/> <hr/> <hr/> <hr/> |

HYPERBOLE

Hyperbole is the use of exaggeration to make something better or worse than it really is.

Example 1

I just ran a million miles!

This is an exaggeration to say that the narrator has run a very long way. To run a million miles would be almost impossible!

Example 2

I'm so hungry, I could eat a horse

This is an exaggeration to say that the narrator is very hungry, so hungry that they could eat a big horse (even though, we don't eat horses)!

Example 3

I had a ton of homework

This is an exaggeration to say that the narrator has a large amount of homework. A ton is equal to 900 kilograms.

Example 4

The car goes faster than the speed of light

This is an exaggeration to say that the car is very fast. If you could travel at the speed of light, you could go around the Earth 7.5 times in one second.

Read the text below and highlight any hyperboles (exaggerations) you find! Sometimes, you may find that similes and metaphors can also be hyperboles.

Princess Michelle's Big Night

Tonight was the night she had been waiting for. Princess Michelle was head over heels for Prince Pete and she had finally persuaded her father, after 100 000 hours, to allow her to attend the annual royal ball. She could hardly wait. She'd been waiting forever! When she heard the news, Michelle had sprinted like a cheetah all the way down to the royal dress shop to pick out the perfect dress. As she searched through the million and one racks, each dress seemed to shudder with excitement, waiting to be chosen. Glancing around, Michelle's eyes landed on the most beautiful dress ever made. The dress was a sparkling ruby as it reflected light from every angle. It was going to cost an arm and a leg but that was okay. Michelle thought the dress looked to be the colour of Dorothy's slippers. Trying on the dress, Michelle knew it was meant to be worn by her. Now at the ball, her dress swished as she passed the prince. When she turned around, she found his eyes fixed on hers like laser beams.

Complete the table over the page to show your understanding of figurative language.

Find examples of figurative language in the text. They may be:

- Hyperbole
- Simile
- Metaphor
- Idiom
- Hyperbole + Simile
- Hyperbole + Metaphor
- Idiom + Metaphor

| Figurative Language | Quote from the text | My own version |
|-----------------------|---|---|
| <i>Example: Idiom</i> | "Head over heels" | Princess Michelle thought it was love at first sight! |
| <hr/> | <hr/> <hr/> <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/> <hr/> |
| <hr/> | <hr/> <hr/> <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/> <hr/> |

| Figurative Language | Quote from the text | My own version |
|-----------------------|-------------------------------|---|
| <i>Example: Idiom</i> | "Head over heels" | Princess Michelle thought it was love at first sight! |
| <hr/> | <hr/> <hr/> <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/> <hr/> |
| <hr/> | <hr/> <hr/> <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/> <hr/> |

What I'm proud of:

Questions I still have:

Time taken to complete:

Let's check in again!
How are you feeling?



Writing

| | | |
|---|---|--|
| Topic: Reviews | Time required: 45 minutes | Let's check in! How are you feeling?  Comment: |
| We are learning to... Understand how language can be used to influence a reader. | I will be successful if I can... <ul style="list-style-type: none">○ Identify figurative language○ Adapt a text to improve its effectiveness | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

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Idiom – An idiom is a commonly used and understood term that does not use its literal meaning (eg: break a leg [for good luck])

Study the review below and locate any figurative language. Highlight them in your favourite colour.

About Marsupials

Well, well, well. Aren't marsupials interesting? Not. The title of this book is as boring as watching paint dry. It's a no-brainer. It's about marsupials. It's a non-fiction book, which is probably my least favourite reading genre. However, I think someone who likes animals and finds the zoo an exhilarating, life changing experience, would enjoy this book. Your guess is as good as mine as to WHY I decided to pick up this book. Although, in some ways it has been a blessing in disguise. I enjoyed reading about the rock wallaby and I learned many new, interesting facts. I really had to hang in there in order to finish reading though, because it was too jam-packed for my liking. Children between the ages of 4 and 8 would enjoy reading this more than older children. It's not as funny as a barrel of monkeys, it's not going to make you smart like a scientist but it will waste a couple of hours while you're avoiding doing your homework. I give it 2 stars.

What did you notice about this review?

What I'm proud of:

Questions I still have:

Time taken to complete:

Let's check in again!
How are you feeling?



WELCOME TO...

Day 9

you
GOT!
this

Reading

| | | |
|--|---|--|
| <p>Topic: Reading comprehension: Interpreting figurative language</p> | <p>Time required: 45 minutes</p> | <p>Let's check in! How are you feeling?  Comment:</p> |
| <p>We are learning to...</p> <p>Understand why author's use figurative language and the effect it has on a text.</p> | <p>I will be successful if I can...</p> <ul style="list-style-type: none"> ○ Identify personification in a text ○ Describe the meaning of personification ○ Explain the effect personification has on a reader | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

PERSONIFICATION

Personification is when a non-human thing, is given a personal nature of human characteristic to describe it.

Example 1

The sun and the clouds were playing hide and seek

This is personification because the sun and the clouds are not human. The author has used the game of 'playing hide and seek', to describe the way the sun and the clouds move throughout the day, almost as if they are chasing each other in a game of hide and seek.

Example 2

Outside, the branches were tapping on the glass for attention

This is personification because the branches of a tree are not human. The author has used 'tapping on the glass for attention', to describe the way the branches are banging on the window in wind.

Example 3

My phone reminded me that I have an appointment

This is personification because the phone is not human. The author has used 'reminded me', to describe the way phone calendar has sent a message that there is an appointment today. The phone can't remind the author, as would mean a conversation had taken place.

Example 4

The old armchair hugged her, as she sat down.

This is personification because the old armchair is not human. The author has used 'hugged her', to describe the way the armchair was soft when she sat down. An armchair can't hug a human.

Read the text below about the sun and think of your own way to write a version about the moon using similar personification.

The sunshine says hello to the sweet-smelling flowers.

It wakes the clouds like a trumpet in the sky.

It tells the moon to go to sleep.

It says, "Children, wake up! Time to go to school"

The plants thank the sun for the sunshine it provides.

The owls know its time for bed because the sunshine tells them.

Draw a picture of the moon below:

What I'm proud of:

Questions I still have:

Time taken to complete:

Let's check in again!
How are you feeling?



Writing

| | | |
|---|---|--|
| Topic: Reviews | Time required: 45 minutes | Let's check in! How are you feeling?  Comment: |
| We are learning to... Understand how language can be used to influence a reader. | I will be successful if I can... <ul style="list-style-type: none">○ Identify figurative language○ Adapt a text to improve its effectiveness | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

What is a review?

People write reviews to share their opinion of a piece of text, a movie, a game or an experience. Reviews use a rare mix of lots of language features across different genres, which makes them fun and interesting to read and write!

Figurative language is an effective way to get a message across to a reader in a creative way. Many writers use similes, metaphors and idioms to communicate their message.

Simile – A simile compares two things using the words 'like' or 'as' (eg: his back was as stiff as a board)

Metaphor – A metaphor compares two things without using the words 'like' or 'as' (eg: her hair cascaded like a waterfall down her back)

Idiom – An idiom is a commonly used and understood term that does not use its literal meaning (eg: break a leg [for good luck])

Study the review below and locate any figurative language. Highlight them in your favourite colour.

Bellissimo, Buono, Brilliant

This place has the best Italian food in the whole world. I could smell the pizza from a mile away! As it was set before me all I could think of was, this pizza is bigger than my house! And then I tasted it, BAM! The flavours hit me like a ton of bricks. They danced around in my mouth. It was as clear as crystal to me, I had hit the jackpot of restaurants! Then I moved on to the spaghetti. The spices were as fiery as a volcano, my mouth was on fire. It took me by surprise but the sizzling spices reminded me of my mother's cooking. By far this dish was the shining star of the night. The waiter was as cool as a cucumber taking care of all my needs! You will never be disappointed and will get out of the restaurant thinking that you had never experienced Italian that was as flavourful and tasteful.... as this!

What did you notice about this review?

Does the author use a range of vocabulary? Record your favourite sentences from the review below:

WELCOME TO...

Day 10

you
GOT. =
= this

Reading

| | | |
|--|--|--|
| <p>Topic: Reading comprehension: Interpreting figurative language</p> | <p>Time required: 45 minutes</p> | <p>Let's check in! How are you feeling?</p> <p>      </p> <p>Comment:</p> |
| <p>We are learning to...</p> <p>Understand why author's use figurative language and the effect it has on a text.</p> | <p>I will be successful if I can...</p> <ul style="list-style-type: none"> ○ Identify a range of figurative language in a text ○ Describe the meaning of the figurative language | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

Read the text below and apply all your knowledge of figurative language by finding all the hidden similes, metaphors, personification, idioms and hyperboles!

Colour in the boxes below to make a key:

- Similes
- Metaphors
- Hyperbole
- Personification
- Idiom

My Big Brother, Donnie

I wish I was as fast as my big brother, Donnie. He is a cheetah on the basketball court. Before each game, he is so excited he is about to explode! The basketball court seems to be calling his name whenever he plays! During the game, many exciting events happen – they are endless! There are times when the ball is like a magnet attracted to his hands. Donnie is a protective mother cub when guarding the ball. The crowd is always bouncing off the walls when he has the ball! They are NEVER sitting down. The energy level in the room is like a power plant working overtime! Donnie kills me with his athleticism! If the game becomes tied, the crowd becomes as quiet as a sleeping baby. Some fans are so into the game, you sense they could lose their marbles at any moment. They are worried their team is in a pickle. Occasionally, the ringing of a mobile phone is heard as a fan receives an urgent call. If you look at Donnie, he is a confident warrior. He knows the ball will be searching for him in the moments to come. The crowd explodes as overtime play begins. Donnie searches the court like a hungry lion looking for food. His basketball skills are out of this world! He jumps as high as a kangaroo! The crowd is a roaring ocean! The basketball finds the net! The buzzer announces the end of the game. Donnie and his team flip their lids as they celebrate a victory!

Use this table to select 4 pieces of figurative language from the text above. Explain what type of figurative language it is, include the quote and explain what this makes you picture in your mind.

| Figurative Language | Quote | What I picture in my mind |
|---------------------|-------------------|-------------------------------------|
| <hr/> | <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| <hr/> | <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

| Figurative Language | Quote | What I picture in my mind |
|---------------------|-------------------|-------------------------------------|
| <hr/> | <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| <hr/> | <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

What I'm proud of:

Questions I still have:

Time taken to complete:

Let's check in again!
How are you feeling?



Writing

| | | |
|---|---|--|
| Topic: Reviews | Time required: 45 minutes | Let's check in! How are you feeling?  Comment: |
| We are learning to... Understand how language can be used to influence a reader. | I will be successful if I can... <ul style="list-style-type: none">○ Write a review which shows a clear opinion○ Use figurative language and purposeful language choices to emphasise my point | <hr/> <hr/> <hr/> <hr/> <hr/> |

Your turn

Your task today is to write a restaurant review using figurative language and adjectives (it can be a meal you have had at home). Your review must include all of the following critical elements:

- ⇒ A range of adjectives
- ⇒ At least 2 similes
- ⇒ At least 2 metaphors
- ⇒ At least 2 idioms
- ⇒ At least 2 examples of personification
- ⇒ Try to paint a picture for your audience – help them see what you see, taste what you taste and feel what you feel.
- ⇒ Convince me that this is either the best restaurant ever and you had the best meal of your life or this is the worst restaurant ever and you had the worst meal of your life.

What I'm proud of:

Questions I still have:

Time taken to complete:

Let's check in again!
How are you feeling?



Parent Notes

Day 1 Answers

Reading

These are not the only answers but are a guide as to how these questions can be answered.

| | |
|---|--|
| <p>Aunty Shirley approached the counter with a handful of large Kleenex, a bag of cough drops and a bottle of orange juice.</p> | <p>What can you infer about how Aunty Shirley is feeling?</p> <p><i>She is feeling sick</i></p> <p>Which parts of the text made you infer this?</p> <p><i>She has a large handful of tissues, and a bag of cough medicine, which are both used when people are sick. Orange juice has Vitamin C so maybe she is using this to try and get better too.</i></p> |
| <p>“Right!” screamed Mrs Jenkins, “I don’t want to ask you again! I want 2 lines neatly waiting at the door”</p> | <p>What can you infer about how Mrs Jenkins is feeling? Who do you think she is talking to?</p> <p><i>She is feeling annoyed or losing patience. I think she is talking to a class of students</i></p> <p>Which parts of the text made you infer this?</p> <p><i>She says that she has had to ask again so she is repeating herself. Lining up at the door is something kids do at school.</i></p> |

| | |
|--|--|
| <p>The wheels could be heard as they walked down the street. She checked the time, two more times. Yep, it was still 4:00am.</p> <p>“The taxi will be here any minute”, mum said. “Are you sure you have your passport?”</p> | <p>What can you infer about this text? Where do you think they are going? Why would it be 4am?</p> <p>They are going to the airport. They might be going at 4am because they are travelling on a long flight overseas.</p> <p>Which parts of the text made you infer this?</p> <p>People catch taxis to the airport when they are going on a holiday. The wheels will be the wheels of the suitcase.</p> |
| <p>“Can I go later then?”, the boy begged. “Not until you’re finished! It’s due tomorrow”</p> | <p>What can you infer about this text?</p> <p>I think the boy has to homework and wants to go somewhere fun</p> <p>Which parts of the text made you infer this?</p> <p>He is asking if he can go later so he must really want to go. I think he wants to go to a friend’s house or to the park. When he is told it’s due tomorrow, that makes me think he needs to do homework.</p> |

| Pg. | Quote | Clue | My knowledge | My inference |
|-----|--|---------------------------|--|--|
| 6 | "it was the same move she used to beat defenders on the lacrosse field. Worked every time" | "To beat" "Every time" | I know that when playing sport, there are defenders and attackers. | I infer that the narrator is an attacker when she plays Lacrosse. In the text, she says the she "beats defenders". I imagine her ducking, weaving and dodging the defenders in order to help her team. The fact she then says it works every time, makes me infer that she must be a very good player. |
| 10 | "When you skip a grade you don't get a year off" | "skip" "year off" | I know that April Fools Day is celebrated on 1st of April every year. This is a day where people play pranks on each other and tell lots of jokes. | The text has made me believe that possibly Mei has had a negative experience with April Fools Day before. Maybe she had someone play a prank on her and she felt embarrassed. |
| | | | Answers will vary. Teacher discretion. | Answers will vary. Teacher discretion. |

Day 2 Answers

Reading

These are not the only answers but are a guide as to how these questions can be answered.

| | |
|--|--|
| <p>SGIO! Go Eagles Go! SGIO! The crowd was screaming. The lights were on. The players were ready. This was an important game.</p> | <p>What can you infer the text? Where is it set? Why could it be important? It is set at a football game. It could be Optus Stadium or the MCG or any other field. Which parts of the text made you infer this? It is an AFL game and the Eagles are playing. It could be a final or grand final. It could be a derby. I think this because it says its an important game. It hasn't started yet because it says the players were ready.</p> |
| <p>"Not again!" she screamed. "I can't go through that again. It was bad enough the first time!! Plus, I've just eaten lunch and everyone knows not to do something like 'that' (she points) straight after eating!"</p> | <p>What can you infer about the text? What doesn't she want to do? She might be about to go on a rollercoaster or a ride she doesn't want to go on. It could be sky diving or bungee jumping. Which parts of the text made you infer this? She said you don't eat lunch before doing something like that. She had been on it before and didn't like it. I think she is pointing to the ride.</p> |

| | |
|---|---|
| <p>The sound of the roosters, the rising sun. It was time to get up and get ready for the day. She got herself organised and went out the back.</p> | <p>What can you infer about this text? Where do you think this is set? What is 'out the back'?</p> <p>Maybe they are living on a farm. I know farmers get up with the sun and may have roosters. Out the back might be out the back to their bush or farm land.</p> <p>Which parts of the text made you infer this?</p> <p>The roosters woke her up with the sun.</p> |
| <p>"One, two, three! Blow!" She was very relieved that the annoying song, which embarrasses her every year, was finally over.</p> | <p>What can you infer about this text? What is the annoying song?</p> <p>I think it is a birthday and the annoying song is the Happy Birthday song.</p> <p>Which parts of the text made you infer this?</p> <p>Because they are counting down to blowing out the candles. Candles combined with a song, made me think it is a birthday.</p> |

| Pg. | Quote | Clue | My knowledge | My inference |
|-----|--|-----------|--|---|
| 8 | "A visitor? Staying here? What shall we do!" | "visitor" | I know that usually when people say they are having a visitor, it means someone is coming to the house that doesn't live there. Usually, if you have a visitor coming to your house who is very familiar or a family member, you would say "Aunt Shallot? Staying here?" | I infer that the sisters have never met Aunt Shallot before. |
| | | | <hr/> <p>Answers will vary. Teacher discretion.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <hr/> <p>Answers will vary. Teacher discretion.</p> <hr/> <hr/> <hr/> <hr/> <hr/> |

Writing

Verbs and Adjectives

Underline the verb in these sentences and write S (simple verb) or a C (compound verb) above the verb.

- The train chugged along the tracks as the thieves rode their horses alongside. (S)
- He will be allowed to go out tonight (C)
- Dad has made me a new cubby house (C)
- Both our school teams were beaten in the first round of the knock-out competition (C)

Highlight the correct verb for these sentences and write the tense at the end of the sentence.

- Next year he (**will grow**/grew) about five centimeters. FUTURE
- I (**hope**/hoped) I get a new bike soon. PRESENT
- Yesterday I (**bought**/will buy) a new outfit. PAST
- We (**danced**/dance) all night at the school disco. PAST

Put a circle around the adjectives in the following sentences.

- The **seven** girls went out for dinner and came home **very** late.
- The **shiny red** convertible sped along the **new** highway.
- The **third** boy was totally **exhausted**, but he ignored the **extreme** pain and finished the race
- The **young** boy wanted a **new** mountain bike.

Day 3 Answers

Fact and Opinion

FACTS

OPINIONS

Answers will vary. Teacher discretion.

Look at the list of sentences below. Highlight the FACTS in one colour and the OPINIONS in another colour.

Use the key below to explain your colour coding.

Fact

Opinion

1. Mount Fuji is actually a volcano. (F)
2. Polar bears have blubber to keep them warm. (F)
3. Watching a movie is more fun than playing a video game. (O)
4. You should always do your homework! (O)
5. Asia is the largest continent in the world. (F)
6. A hyperbole is an exaggeration. (F)
7. When you multiply an odd number with an even number, the answer will always be even. (F)
8. Reading books is boring. (O)

Let's Practice!

| | |
|--|---|
| <p>Baking cookies takes less than an hour. First, you need to add 2 cups of flour, ½ cup sugar, 2 cups chocolate chips, 2 eggs, 1 teaspoon salt and 1 teaspoon vanilla to a mixing bowl. Next you stir the ingredients together until they are completely combined.</p> | <p>Is this a fact or opinion? Fact</p> <p>How do you know? The author uses direct instructions. There are specific measurements.</p> |
| <p>My mum's cookies are definitely the best in town! She uses the yummiest ingredients. First, she uses the creamiest butter and she gets the freshest eggs.</p> | <p>Is this a fact or opinion? Opinion</p> <p>How do you know? I know this because it uses words like 'best', 'yummiest', 'creamiest' and 'freshest' but we don't know what she is comparing this to. It is purely based off her thoughts.</p> |
| <p>African Lions are a golden or tawny-brown colour and have large padded feet and retractable claws. The male lion has a mane which makes him look bigger than he actually is and protects his throat from the claws and teeth of other animals.</p> | <p>Is this a fact or opinion? Fact</p> <p>How do you know? The description is specific and uses technical language (padded feet, retractable claws, mane).</p> |
| <p>If you've never played Minecraft, give it a go! This game is very popular. If you're not interested in playing Survival, play in Creative mode and build to your heart's content. It is so good because it's available on all modern game consoles and PC. So, what's stopping you?</p> | <p>Is this a fact or opinion? Opinion</p> <p>How do you know? This is a review. It uses words like, "popular", "so good" and "give it a go"</p> |

Use the text on the previous page to complete the following table. Find as many facts and opinions in the text as you can.

Answers will vary. Teacher discretion.

Day 4 Answers

- Fact
 Opinion

1. A giant tortoise can live to be over 150 years old. (F)
2. Jennifer saw a zebra at the zoo. (F)
3. Everyone should go to see the new gorilla habitat. (O)
4. Wearing a jacket today is a good idea. (O)
5. Snakes do not make good pets. (O)
6. A Komodo dragon is a reptile. (F)
7. The bats in the cave were very scary. (O)
8. A goal in footy is worth 6 points. (F)
9. Maths is the hardest subject. (O)
10. I love visiting Broome, the beaches are beautiful! (O)

Let's Practise!

| | |
|--|--|
| <p>Visit our pizza store – it comes from Italy! The best pizza topping we have is pepperoni. It is a crowd favourite!</p> | <p>Is this a fact or opinion? Opinion</p> <p>How do you know? The author uses language like “best” and “favourite”.</p> |
| <p>One very common pet is the cat. Wondering why? Well, cats are simply the best pet you can have!</p> <p>Most parents are okay with having a pet and children enjoy taking on the responsibility.</p> | <p>Is this a fact or opinion? Opinion</p> <p>How do you know? The author is making statements that are very conversational. Using words like ‘best’, ‘most parents’ and ‘enjoy’.</p> |
| <p>LeBron Raymone James was born on December 30, 1984. He is an American professional basketball player for the <u>Los Angeles Lakers</u> of the <u>National Basketball Association</u> (NBA).</p> | <p>Is this a fact or opinion? Fact</p> <p>How do you know? The information is biographical and includes specific information about his birthdate.</p> |
| <p>Lebron is widely considered to be one of the greatest basketball players in NBA history. Discussions ranking him as the greatest basketball player of all time have often been subject to significant debate, with frequent comparisons to <u>Michael Jordan</u>.</p> | <p>Is this a fact or opinion? Opinion</p> <p>How do you know? The description is specific and uses technical language (padded feet, retractable claws, mane).</p> |

Writing

Contractions

A contraction is a word or phrase that has been shortened by dropping one or more letters. In writing, an apostrophe is used to indicate the place of the missing letters.

Rewrite these contractions in their expanded form.

Isn't – is not

she'll – she will

I'm - I am

I'd - I had

You're – You are

we'll – we will

They'd – they had

hasn't – has not

| Expanded form | Contraction form |
|---------------|------------------|
| Does not | Don't |
| Will not | He's |
| Is not | Won't |
| He will | Haven't |
| They are | Shouldn't |

Day 5 Answers

Let's Practise!

| | |
|--|---|
| <p>The sparkling river was like looking at sequins shining in the sunlight.</p> | <p>Sparkling river is being compared to sequins shining in the sunlight</p> |
| <p>As soon as they arrived at the park, the children scattered like ants running from water.</p> | <p>The children running away is being compared to ants running away from water</p> |
| <p>The soft sand of the beach beneath my bare feet, felt like I was walking on silk fabric.</p> | <p>The feel of the sand beneath their feet is being compared to The soft feeling of silk fabric</p> |
| <p>Her hair was golden and ran down her back like an overflowing waterfall.</p> | <p>Her long hair is being compared to a waterfall of running water</p> |
| <p>The explanation the teacher gave the children, was as clear as mud.</p> | <p>The way the teacher explained the activity is being compared to</p> |

| | |
|--|---------------------------|
| | trying to see through mud |
|--|---------------------------|

Use the texts on the previous page to complete the following table. An example has been done for you.

Answers will vary. Teacher discretion.

Day 6 Answers

Reading

| | |
|--|--|
| <p>The paintbrush was a magic wand in the painter's hand</p> | <p>The paintbrush is being compared to a magic wand</p> |
| <p>The giant's footsteps were thunder as he ran after Jack.</p> | <p>The sound of the footsteps is being compared to thunder</p> |
| <p>She is a shining star in her class.</p> | <p>The student is being compared to a shining star</p> |
| <p>When he was grounded for playing too many video games, his home was a prison.</p> | <p>His house is being compared to a prison</p> |

| | |
|---------------------------------|---|
| The noise is music to his ears. | <p style="text-align: center;">The noise is being compared to music</p> |
|---------------------------------|---|

| | |
|---|--|
| <p>Steph just got a new job at a big company called Apple. Since she started, she has been a working sheep dog! Her boss isn't very nice and yells at her almost every day. Last week, he told her she needed to redo a big project that took her 2 weeks to do! Steph <u>ran out of the room like a cheetah.</u></p> | <p>Highlight any metaphors that you can find in the text</p> <p>Write your own metaphor to describe Steph's new boss below:</p> <hr/> <hr/> <p>Still want more? Can you find the simile? Underline it, if you can.</p> |
|---|--|

| | |
|---|--|
| <p>Our babysitter is the best! She deserves a gold medal. She has dark brown hair and is <u>as pretty as a picture!</u> Sometimes, she will let us have a late night snack if we are good! When my little sister is a devil we don't get rewarded though. The only bad thing about our babysitter is that she <u>watches us like a hawk!</u> We can never get away with anything!</p> | <p>Highlight any metaphors that you can find in the text</p> <p>Write your own metaphor to describe the little sister in the story:</p> <hr/> <hr/> <p>Still want more? Can you find the simile? Underline it, if you can.</p> |
|---|--|

| | |
|---|---|
| <p>Stacey's dad is a very wise man. Stacey calls him a wise owl. He always says, "Life is a rollercoaster. Sometimes things are good and sometimes things are bad." Yesterday, Stacey had a</p> | <p>Highlight any metaphors that you can find in the text</p> <p>Write your own metaphor to describe Stacey's dad below:</p> <hr/> |
|---|---|

| | |
|--|--|
| <p>very bad day and thought to herself, life is a rollercoaster and it will get better soon.</p> | <hr/> |
| <p>Mel is a fish. Well, that's what people say. What they mean is Mel is a really good swimmer. <u>She swims like a mermaid!</u> Mel has been swimming for 10 years and has won over 20 tournaments! Someday, Mel is hoping to compete in the Olympics as a swimmer. <u>Mel's arms are as hard as a rock from swimming laps in the pool every day.</u> She is <u>working like a bumble bee in Spring</u> to get a medal one day.</p> | <p>Highlight any metaphors that you can find in the text</p> <p>Write your own metaphor to describe Mel's swimming ability below:</p> <hr/> <hr/> <p>Still want more? Can you find the simile? Underline it, if you can.</p> |

Writing

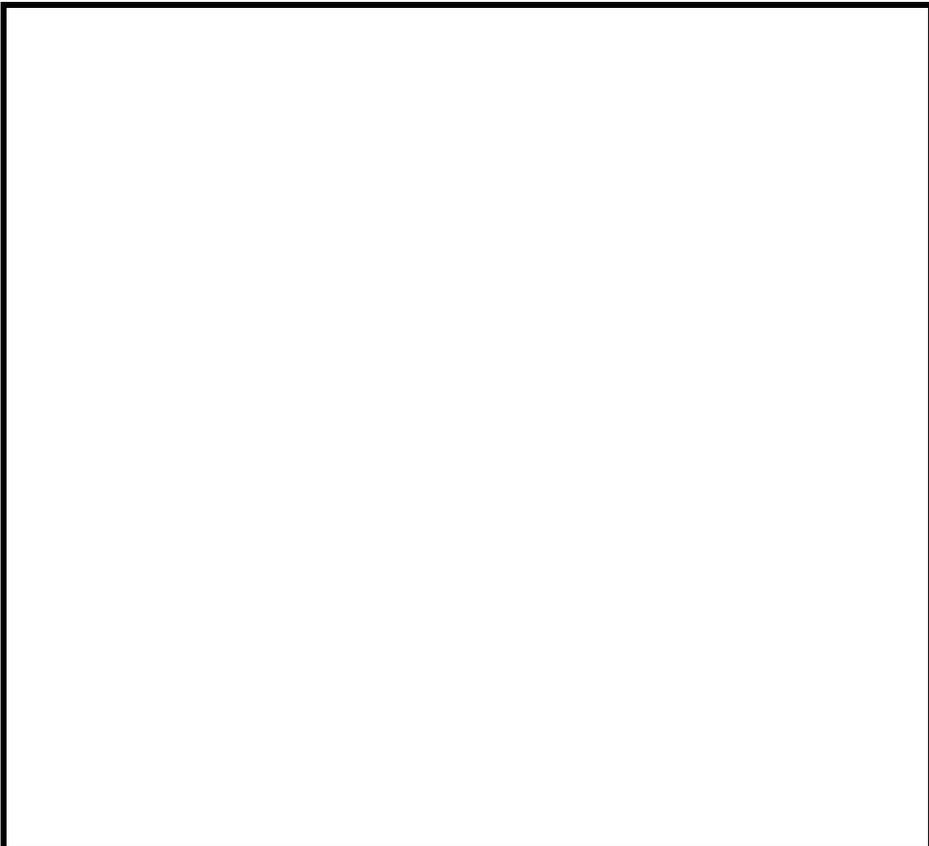
I love playing Roblox!

I love playing Roblox! It was such a fun game! It's got the best graphics and there are so many different levels to choose from. I'm an 11 year old kid who enjoys playing Roblox on an everyday basis. I think Roblox is a good place for kids to learn about maths skills. Also, Roblox is a place where kids can make their imagination come to video games just like Minecraft. There are no down sides to this game - it is amazing!

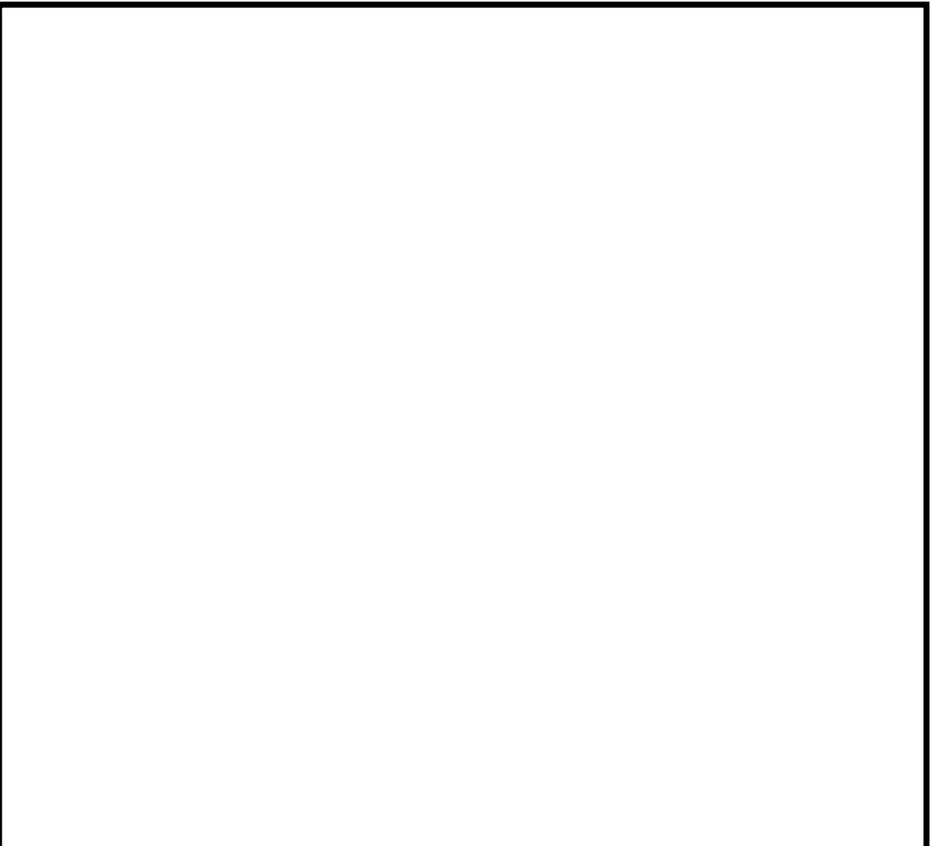
Beyond Blue Video Game Changes Lives!

Parents need to know Beyond Blue! It is on fire! Your child and their device will be joined at the hip after playing this game! Your children will automatically become better gamers, better scientists and better people through playing this life-changing game. It is a game about ocean exploration and conservation for the Apple Arcade. Players swim through a huge aquatic world, finding and tracking amazing and rare wildlife, while documenting

and doing what they can to resolve any human-caused issues they encounter. What an experience! The game has a clear and effective message about the importance of ocean conservation, which quickly emerges through both dialogue and discoveries, as well as a series of short live-action mini documentaries that show what real-world researchers and ecologists are doing to better understand sea life and humanity's impact upon it. The researchers are smart and caring people, interested in helping ocean creatures and compassionate towards people in their lives. There's no inappropriate content to be found in the game - it won't drive you, as a parent, around the bend!



My brother swoops in like an F5 tornado and
destroys my room.



He's a human wrecking ball that crashes through
my room leaving trampled toys behind.

Day 7 Answers

Reading

Idiom inventory!

Highlight the idioms below that you have heard used in real life before

| | | | | |
|----------------------|-----------------------|-----------------------------|---------------------------|----------------------------------|
| I'm all ears | Have egg on your face | I feel under the weather | In a nutshell | He's snowed under |
| Get your hands dirty | Piece of cake | Money doesn't grow on trees | It's a storm in a tea cup | No skin off my nose |
| Pay an arm and a leg | Let your hair down | Keep your eyes peeled | Break a leg! | We'll have to take a rain check! |

Choose 2 idioms above to write your own understanding of their meaning.

Answers will vary. Teacher discretion

Let's Practise!

| Match the idiom with its meaning | |
|----------------------------------|-------------------------------------|
| Idiom | Meaning |
| We're on the same page | To stay up very late working |
| Don't burn the midnight oil | To put make up on |
| Think outside the box | To listen to someone |
| I am flat broke | To think in an original way |
| I'll just put my face on! | We have the same idea |
| Lend an ear | To cry for a long time |
| Cry your eyes out | Having no money at all |
| Spill the beans | A difficult problem or person |
| Get your hands dirty | To tell a secret |
| Hard nut to crack | To do the unpleasant parts of a job |

Read the following paragraph and underline any idioms you think you can find.

One day, I was sitting on a wooden seat at my local park. I've always been told I wear my heart on my sleeve but I couldn't help but notice a little girl crying her eyes out. Poor thing, I thought to myself, probably crying over spilt milk. As I was sitting there, I continued to watch the people pass me by. All of a sudden, something caught my eye. It was a puppy! He was alone! I couldn't wrap my head around why he didn't seem to have an owner. Another person saw the puppy as well and we both

approached him slowly. “Easy does it”, the kind stranger said. Suddenly, the little girl started running over, “Rocky! Rocky!” she kept yelling repeatedly. It was her puppy! She hadn’t been crying over spilt milk like I suspected, she had lost her puppy. She came bounding over and wrapped her puppy in her arms. “To make a long story short,” she began...

As the kind stranger and I left the scene, he said, “Let’s call it a day!” and we went our separate ways.

Fill in the table below, analysing the meaning of at least 3 examples from the text.

| Quote | Meaning | What I imagine |
|---|--|---|
| <i>Example</i> <i>“Easy does it”</i> | <i>Don’t rush, approach slowly.</i> | <i>I imagine the narrator and the kind stranger walking slowly and quietly.</i> |
| <hr/> <hr/> | <p>Answers will vary. Teacher discretion</p> <hr/> <hr/> | <hr/> <hr/> |

Writing

This movie is not for dinosaurs! Parents need to know that *Agent Toby Barks*, is a Laugh-Out-Loud live-action comedy, which tells the story of dog with a double life. Sitting down with your family to watch this movie is a walk in the park. Your kids eyes will be glued to the screen. At home with his family, Toby is, put simply, the best pet ever. But when the moon replaces the sun and night is upon us, when his humans are asleep, Toby becomes a talking canine and an important member of a team of high-ranking US government agents. You'll be on cloud nine watching this amazing movie! The movie is a slapstick comedy with larger-than-life villains and suspense. A warning for those who may have their head in the clouds - there is some cartoon violence. However, your kids won't be crying with flowing rivers running down their cheeks. The loveable and entertaining characters are frozen, gassed, thrown, and zapped. Don't be a deer in the headlights though - this is for kids who are comfortable with slapstick humour!

Day 8 Answers

Reading

Read the text below and highlight any hyperboles (exaggerations) you find! Sometimes, you may find that similes and metaphors can also be hyperboles..

Princess Michelle's Big Night

Tonight was the night she had been waiting for. Princess Michelle was **head over heels** for Prince Pete and she had finally persuaded her father, **after 100 000 hours**, to allow her to attend the annual royal ball. She could hardly wait. **She'd been waiting forever!** When she heard the news, Michelle had **sprinted like a cheetah** all the way down to the royal dress shop to pick out the perfect dress. As she searched **through the million and one racks**, each dress seemed to **shudder with excitement, waiting to be chosen**. Glancing around, Michelle's eyes landed on **the most beautiful dress ever made**. The dress was a sparkling ruby as it reflected light from every angle. It was going to **cost an arm and a leg** but that was okay. Michelle thought the dress looked to be the colour of Dorothy's slippers. Trying on the dress, Michelle knew it was meant to be worn by her. Now at the ball, her dress swished as she passed the prince. When she turned around, **she found his eyes fixed on hers like laser beams**.

| Figurative Language | Quote from the text | My own version |
|---------------------|---|----------------|
| | | |
| | Answers will vary. Teacher discretion. | |

Writing

About Marsupials

Well, well, well. Aren't marsupials interesting? Not. The title of this book is as boring as watching paint dry. It's a no-brainer. It's about marsupials. It's a non-fiction book, which is probably my least favourite reading genre. However, I think someone who likes animals and finds the zoo an exhilarating, life changing experience, would enjoy this book. Your guess is as good as mine as to WHY I decided to pick up this book. Although, in some ways it has been a blessing in disguise. I enjoyed reading about the rock wallaby and I learned many new, interesting facts. I really had to hang in there in order to finish reading though, because it was too jam-packed for my liking. Children between the ages of 4 and 8 would enjoy reading this more than older children. It's not as funny as a barrel of monkeys, it's not going to make you smart like a scientist but it will waste a couple of hours while you're avoiding doing your homework. I give it 2 stars.

Day 9 Answers

Reading

Responses will vary. Teacher's discretion.

Writing

This place has the best Italian food in the whole world. I could smell the pizza from a mile away! As the pizza was set before me all I could think of was, this is the biggest pizza slice of all time! And then I tasted it, BAM! The flavours hit me like a ton of bricks. They danced around in my mouth. It was as clear as crystal to me, I had hit the jackpot of restaurants! Then I moved on to the spaghetti. The spices were as fiery as a volcano, my mouth was on fire. It took me by surprise but the sizzling spices reminded me of my mothers cooking. By far this dish was the shining star of the night. The waiter was as cool as a cucumber taking care of all my needs! This place is cozy, the service is nice and the food never disappoints. A spectrum of possibilities, do exist, but you should explore all of them. Arezzo delivers an unpretentious atmosphere and great food: great for a date, a business meeting or just an evening with friends or family. You will never be disappointed and will get out of the restaurant thinking that you had never experienced Italian that was as flavourful and tasteful.... as this!

Day 10 Answers

Reading and Writing

Responses will vary. Teacher's discretion