MIGHTY MINDS
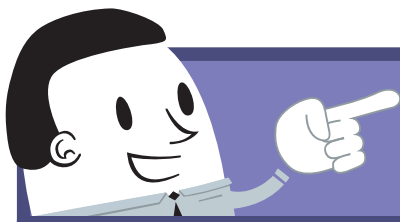Educational Consultants

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...y Techniques

Literacy

- Creative Characters
- Figurative Fun!
- Super Sentences

Resource code: 27053171

Creative Characters

Characterisation is a literary technique used by w
creates characters in a story through description, actio
Many of the things you read contain examples of this
may not realise it!

Direct characterisation is when the author literally t
like, usually through a narrator. Circle the senten
characterisation.

I was a beautiful sunny day at the beach. C   rents
sunbathed on the hot sand, and dogs ba   ever,
Annemarie was not like the other chil   n't like
swimming in the ocean, nor did sh   sters. Her
sisters built excellent sandcastl   . Instead,
Annemarie liked to find crab   y rock pools, and
draw pictures of them in   were hard to find, as they
were often swept awa   nd at all – she was a very
patient person. Ann   p blue eyes.

Based on t   draw a picture of what you think the
characte   rds made you draw her like you did?
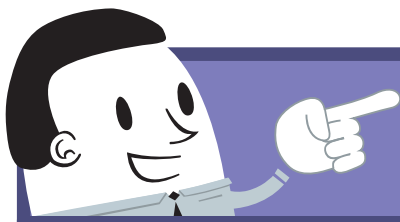
_____

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_____

Creative Characters

Q3 Now it's your turn to use characterisation! On the lines provid[ed] appearance and personality of the mermaid below. You ca[n]

_____

_____

_____

_____

_____

_____

_____

_____

Q4 Complete the [word search ... fo]rwards, backwards or diagonal!
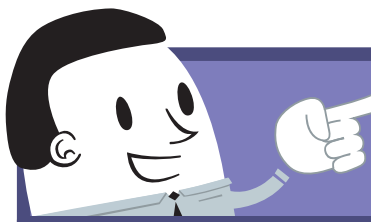
B

O R
R L
S L H
O G L
I T Q
D W S S
O C E A N
T Q B A O
R M A I D V
T R O H T U A

Find these words:

- character
- mermaid
- story
- author
- technique
- ocean
- simile
- metaphor

Figurative Fun!

**Figurative language allows you to use specific te...
metaphor and simile to describe something.** *Thi...
make your writing more interesting and appealing to...

Q1 Similes compare two things using the words 'like' or ...
that the girl swims very well, you might use the simi...
sentence pattern below to write your own similes...

Pattern One: subject + verb + like + noun

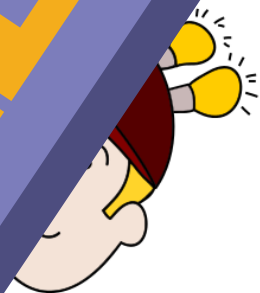Examples: Emma runs like a cheetah...
The boy acts like a foo...

Write your own below!

_____

_____

_____

_____

Q2 Below is ... ... used to create similes. Instead of the
word 'li... ... the example then write your own.

Pattern T... ...ve + as + noun

Exam... ...a giant!
...racefully as a swan.

_____

_____

_____

_____
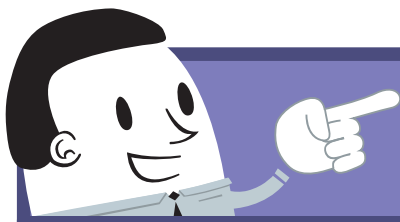
Figurative Fun!

Q3 A metaphor is a comparison between two dissimilar things wh___
'being' the other. It is different from a simile as it does not u___
Read the sentences below, and explain what the metapho___

The laundry was a mountain on the couch, and I had to fo___

_____ *is being compared to* _____

because _____

The wind was an angry witch, howling across t___

_____ *is being compared to* ___

because _____

Q4 Read through the following sent_____ a
simile, write this below it and d_____ e
scale. If you think a sentence_____ the
right side of the scale.

There was not a single cloud___

_____

Her smile is a bright ray___

_____

The dog wagged h___

_____

The bag is as___
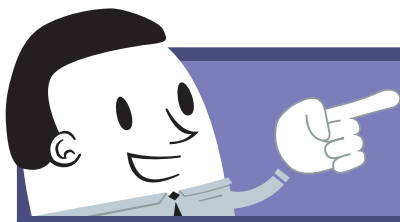
___

She sto_____ ane.

___

M___

___ wind.

Hint:

Some sentences contain
neither a simile nor or a
metaphor!
- After you have completed
  this activity, the scales
  should be evenly balanced.

Super Sentences

Literary techniques can make any sentence super ...
literary device where nonhuman things are given huma...
emotions, desires, actions and speech. It is often use...

Q1 The sentence 'the wind danced playfully through the ru...
personification, as the object (the wind) is doing a hu...
sentence of your own that uses personification to d...

_____

_____

_____

_____

_____

_____

Q2 Which sentence ... ...ich sentence uses personification?

- ⬭ The balle...
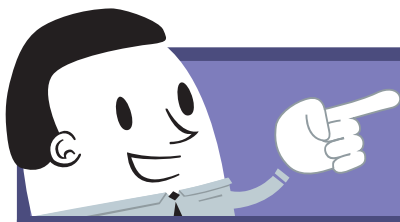 swan.
- ⬭ The ...
  sw...
- ⬭
- ⬭ ...the

- ⬭ "You look as though you've seen a ghost!" exclaimed Roger.
- ⬭ The dog ate his kibble like a vacuum cleaner.
- ⬭ The steam train screamed down the rusty tracks.
- ⬭ The magnificent lion lay silently sleeping in his den.

...use personification in their writing?

_____

_____

_____
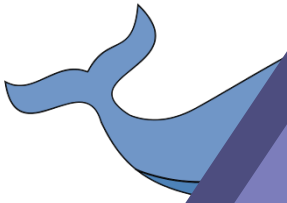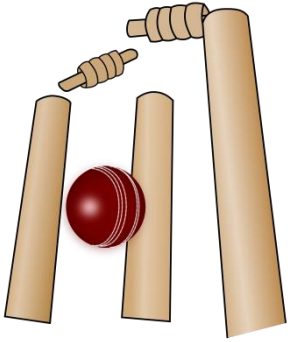
Super Sentences

Partner up with someone in your class. Then, take turns picking
create a sentence that uses personification to describe it. Yo
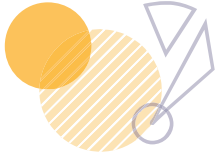like! Continue until both you and your partner have describe

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Mighty Minds Lesson Inst
'Fundamentals' Lesso

Firstly, thank you for your support of Mighty Minds and our reso___ quality resources that are both educational and engaging, and___ works.

To assist you in using this resource, we have compiled s___

About this resource

This Mighty Minds 'Fundamentals' Lesson focus___ ___ ests and presents this skill through a theme from the Au___ ___Geography). This lesson is also targeted at a certain skill l___ ___mpleting work that is suited to them.

How to use this resource

Our 'Fundamentals' Lessons are sp___ ___contain different types of resources.

The student workbook contain___
• The main title page; and ___
• The blank student work___

The teacher resources___
• This set of instruc___
• The Teacher's ___ ___be needed to teach the lesson;
• The Item Desc___ ___e lesson and its aims, as well as extension ideas;
• The stude___ ___ponses on the student worksheets to ensure that answ___
• The te___ ___ore detailed explanation of the model responses or an___
• Fin___

W___ ___book (the first set of pages) for the students. If students a___ ___, you may also like to provide them with the student answer

___ng us

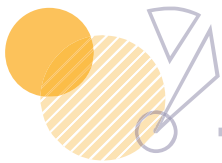___ that if you email us with suggested changes to any lesson, we will ___ send you the revised lesson – free of charge.

___ resources@mightyminds.com.au and we'll get back to you as soon as we

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Literary Techniq

Person

Depending on whether it represents the person speaking, th
spoken about, a text can be written in either first, second

First Person: A text written in first person represents th   n as
'I', 'me', 'my', 'we', 'us' and 'our'. First person is comm   uch as
personal essays or memoirs.

Example*: I was running late for school and*

Second Person: A text written in second person   s pronouns
such as 'you' and 'your'. Second person is com   ertising.

Example*: You will lose 10kg with Big*

Third Person: A text written in third person   uses pronouns
such as 'he', 'she', 'him', 'her', 'they', 'the   y used in non-fiction
pieces, such as academic essays and r

Example*: He was one of the*

Audience

For writing to be effective, it i   addressed appropriately.
Changing the tone, senten   o a text is aimed at. For instance,
a piece of writing using c   would be aimed at an older, more
educated audience whe   ces and simple wording would be
aimed at a younger a

Example*: Th   e genus 'Loxodonta', derives from the
taxonomic   ants and mammoths" uses complex terms
and exte   ed at scientists or others who are highly
educa

Exam   e! They can grow up to four metres high!" uses
sim   ould be aimed at a younger audience such as
s

ge

in texts is an important literary technique. Such devices

between two things that are typically unlike. They use words
one thing to another.

s soft as silk; My teacher has eyes like a hawk.

phors draw a comparison between two typically unlike things.
ribes one thing as being <u>like</u> another, a metaphor states that one thing

was a playful monkey; Her eyes were glistening diamonds.

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Item Description

Please note: any activity that is not completed during class time [...] undertaken at a later date.

'Creative Characters', 'Figurative F[...] [...]s'

- **Activity Description**:
    - In the first activity, Creative Characters [...] [...]ns that test their knowledge of characterisation. [...] [...]risation is being used in a passage, sketch a[...] [...]ete a word search.
    - The second activity, Figurative [...] [...]nt sentence patterns to write similes and explain th[...] [...]etaphors. They are then asked to balance a sc[...] [...]les and metaphors in a list of sentences.
    - In the final activity. 'Sup[...] [...]ons that test their knowledge of personif[...] [...]y personification in a sentence, as well as [...] [...]ples from images provided.

    - ***Purpos[...]***
        - [...] [...]p and enhance students' [...] [...]specifically characterisation and [...] [...]etaphor and personification.

    - [...]

        [...]ds and other symbols (α1)
        [...]g (α3)
        [...]ning of words or other symbols (α4)
        [...]aning of pictures/ illustrations (α5)
        [...]cating items/ information (α52)
        [...]ganising extended written text (β21)
        [...]from information (β38)
        [...]48)
        [...]rect spelling, punctuation, grammar (π9)
        [...]ocabulary appropriate to a context (π10)
        [...]ing/ drawing (π60)

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Item Description – continued

…This Item Description is continued from the previous page.

'Creative Characters', 'Figurative F... ...es'

- **Suggested Time Allocation:**
  - This lesson is designed to take approxi... ...s per activity.

- **Teaching Notes:**
  - Students may require coloured p... ...acters'.
  - In order to complete the works... ...me understanding of literary techniques. Not all... ...ecessarily provided for them, as this lesson is f... ...already have some knowledge of literary tech... ...ents may need to be reminded of some of th... ..." lesson could be conducted before com...
  - After completing ea... ...r as a class. Encourage students to read o... ...d ask them to justify their answers. Allow ... ...ticism.

- **Follow Up/ Class...**
  - Encourage ... ...erary techniques that were not explored in the wo... ...atopoeia. They could each write their own definiti... ...s.

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Creative Characters

Characterisation is a literary technique used by w... *creates characters in a story through description, actio... Many of the things you read contain examples of this... may not realise it!*

Q1 Direct characterisation is when the author literally t... like, usually through a narrator. Circle the senten... ...ct characterisation.

I was a beautiful sunny day at the beach. Ch... ...arents sunbathed on the hot sand, and dogs ba... ...ever, Annemarie was not like the other chil... ...n't like swimming in the ocean, nor did sh... ...sters. Her sisters built excellent sandcastl... ... Instead, Annemarie liked to find crab... ...y rock pools, and draw pictures of them in... ...were hard to find, as they were often swept awa... ...nd at all – she was a very patient person. Ann... ...ep blue eyes.

Q2 Based on t... ...draw a picture of what you think the characte... ...rds made you draw her like you did?
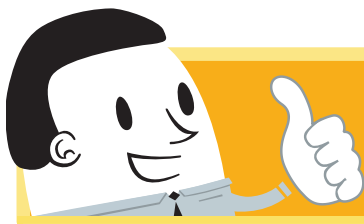
Shy and quiet

Very patient

Long brown hair

Deep blue eyes

_____

_____

_____

_____

Creative Characters

Q13 Now it's your turn to use characterisation! On the lines provide appearance and personality of the mermaid below. You can

Lilly the mermaid is a bubbly, happy person.

She has short brown hair, pale skin, and a

strong silky tail that helps her swim. Lilly

very friendly and loves to play with an
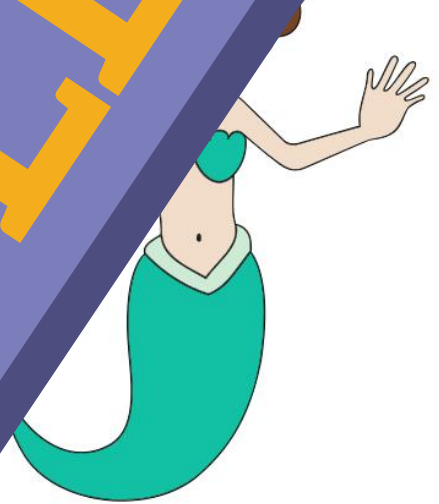
even the dolphins and turtles! She

the ocean and attends an under

with her three sisters, Laur

Lilly is very smart and al

marks on her schoolw

spelling!

Q4 Complete the ... wards, backwards or diagonal!

B ... D R
... R L
... S H
... G L
... A I T Q
... D W S S
O C E A N
K T Q B A O
R M A I D V
T R O H T U A

Find these words:

- character
- mermaid
- story
- author
- technique
- ocean
- simile
- metaphor

Creative Characters

Question One:

In this question, students were informed that direct characterisa[tion]... the audience what a character is like, usually through a narrat[or]... sentences in the passage provided that use direct characteri[sation]... character Annemarie's appearance, personality or likes sh[ould]... descriptions of the setting ignored. The sections that sho[uld]... [highlighted] in red below.

Model response:

> I was a beautiful sunny day at the beach... [p]arents sunbathed on the hot sand, and dogs... [How]ever, **Annemarie was not like the other...** [d]idn't like swimming in the ocean, nor did... **r sisters.** Her sisters built excellent sandcastle... [Ins]tead, **Annemarie liked to find crabs and small... ls, and draw pictures of them in her sketchbook...** [a]s they were often swept away by the waves. Annem... **patient person. Annemarie had long br...**

Question Two:

This question asked stu[dents]... [thou]ght the character Annemarie would look like based on the... [were] also required to identify what words made them draw her... [would h]ave varied greatly, however they should all should have dra[wn]... eyes, as that was explicitly stated. Other aspects of her a[ppearance]... [how]n, had to have been inferred from the description of h[er]... [A]nnemarie is drawn with a withdrawn, reserved expression t[o]...
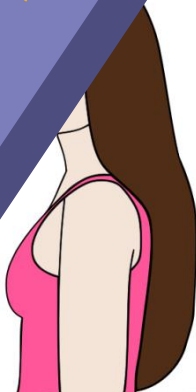
Model res[ponse]...

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...This answer guide is continued from the previous page.

Question Three:

In this question, students were required to write a descriptio[n] the mermaid in the picture provided. Students were able to [use] [informati]on from the previous questions to assist them. They were e[ncouraged to] [...].

Model response:

> *Lilly the mermaid is a bubbly, happy pers[on] [...] and a strong silky tail that helps her swim. Lilly is ver[y...] [...] even the dolphins and turtles! She lives in the o[cean...] [...] with her three sisters, Laura, Ariel and Mia. Lilly is [...] [...wor]ks on her schoolwork, especially for spelling [...]*

Question Four:

This question asked students to fi[nd...] [...] words were character, mermaid, story, author, techniq[ue...] [...student]s were informed that words could be found forwards, back[wards...]

Model response:

Figurative Fun!

Figurative language allows you to use specific te[...] metaphor and simile to describe something. *Thi[...] make your writing more interesting and appealing to [...]*

Q1 Similes compare two things using the words 'like' or [...] that the girl swims very well, you might use the sim[...] sentence pattern below to write your own similes[...]

Pattern One: subject + verb + like + noun

Examples: Emma runs like a cheet[...]
The boy acts like a f[...]

Write your own below!

He plays like a pro.

She cries like a baby.

Thomas jumped like a [...]

The dog howled like[...]

Q2 Below is a[...] used to create similes. Instead of the word 'lik[...] he example then write your own.

Pattern T[...] [...]ve + as + noun

Exam[...] a giant!
[...]acefully as a swan.

[...]s a fox.

[...]s an elephant.

[...]as a mouse.

Figurative Fun!

Q3 A metaphor is a comparison between two dissimilar things whe[re] the other. It is different from a simile as it does not use the wo[rds] sentences below, and explain what the metaphor compares

The laundry was a mountain on the couch, and I had to fo[ld]

<u>The laundry</u> *is being compared to* <u>a mountain</u>

because <u>there is so much of it</u>

The wind was an angry witch, howling across t[he]

<u>The wind</u> *is being compared to* <u>an</u>

because <u>it made howling noises as it</u>

Q4 Read through the following sent[ences ...] a simile, write this below it and draw a [...]. If you think a sentence contains a meta[phor ...] he scale.

There was not a single cloud
<u>Neither</u>

Her smile is a bright ray
<u>Metaphor</u>

The dog wagged h[is]
<u>Neither</u>

The bag is a[s]
<u>Simile</u>

She sto[...]ane.
<u>Simi[le]</u>

M[...]

Hint:

Some sentences contain neither a simile nor or a metaphor!
- After you have completed this activity, the scales should be evenly balanced.

[...]wind.
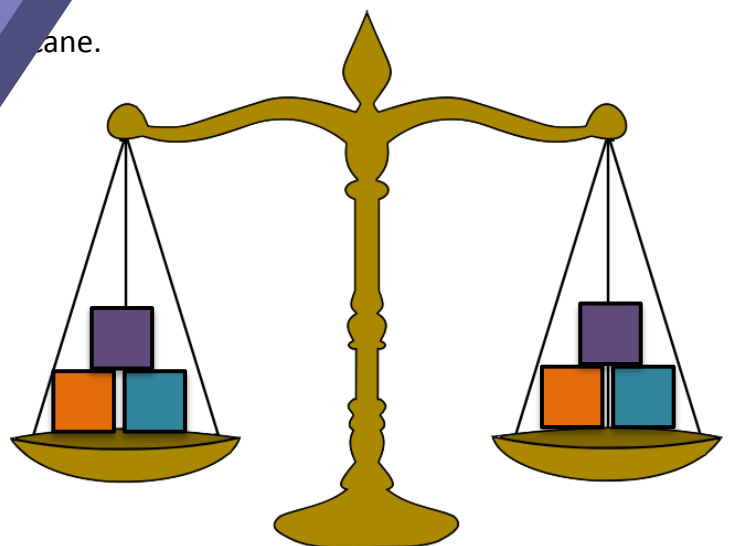
Figurative Fun!

Question One:

In this question, students were introduced to similes – a literary [...] compared using the words 'like' or 'as' – and were given a ser[...] write their own. The pattern was: subject + verb + like + nou[...] 'Emma runs like a cheetah' and 'The boy acts like a fool'. S[...] sentences that were similar to these examples. Students [...] below and from each other's, however model answers [...]

Model response:

> *He plays like a pro.*
> *She cries like a baby.*
> *Thomas jumped like a kangaroo.*
> *The dog howled like a wolf.*

Question Two:

In this question, students were p[...] that could also be used to create similes. The key differe[...] e first one was that 'as' was used instead of the word 'like[...] adjective + as + noun, and the examples provided were 'H[...] ces as gracefully as a swan'. Students should have us[...] tences similar to these examples. Students' answers will [...] om each other's, however model answers have been p[...]

Model response:

> *She is[...]*
> *The[...]*
> *Th[...]*
> *h[...]*

[...] etaphors – a comparison between two dissimilar things where [...] They were required to read the sentences provided and explain [...] n compared and why.

[...] ountain on the couch, and I had to fold it all!
[...] g compared to **a mountain** because **there is so much of it!**

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...This answer guide is continued from the previous page.

The wind was an angry witch, howling across the night s[...]
***The wind** is being compared to **an angry witch** becau[...]*
across the sky.

Question Four:

In this question, students were required to read thro[...]
contained a simile or a metaphor. If they thought a[...] draw a
small object on the left side of the scale. If they t[...]r, they had to
draw a small object on the right side of the sca[...] simile nor a
metaphor, in which case they did nothing. If [...], they would
have ended up with a perfectly balanced s[...]

Model response:

There was not a single clou[...]
Neither

Her smile is a bright ra[...]
Metaphor

The dog wagged [...]
Neither

The bag is [...]
Simile

She s[...]e.
Sim[...]

[...]nd.

Super Sentences

Literary techniques can make any sentence supe [text obscured]
literary device where nonhuman things are given huma [text obscured]
emotions, desires, actions and speech. It is often use [text obscured]

Q1 The sentence 'the wind danced playfully through the ru[...] personification, as the object (the wind) is doing a hu[...] sentence of your own that uses personification to d[...]

The shiny car growled loudly as it drove out [...] carwash.

The bright stars smiled down at u[...] sky.

The pizza called taunti[...] customers as they w[...]

Q2 Which sentence[...] [...]ich sentence uses personification?

- ◯ The balle[...] swan.
- ⬤ The [...] sw[...]
- ◯ [...]
- ◯ [...] the

- ◯ "You look as though you've seen a ghost!" exclaimed Roger.
- ◯ The dog ate his kibble like a vacuum cleaner.
- ⬤ The steam train screamed down the rusty tracks.
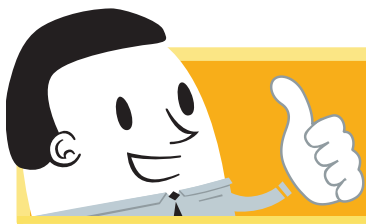- ◯ The magnificent lion lay silently sleeping in his den.

[...]use personification in their writing?

[...]personification to make their writing more interesting.
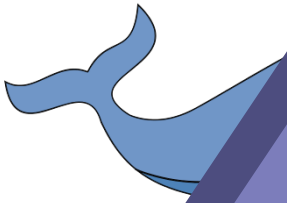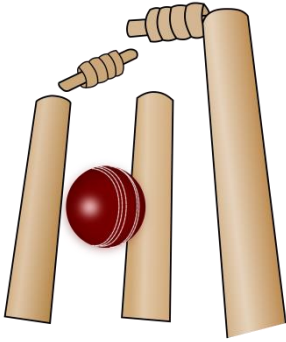
[...]gs human characteristics helps create an image in the reader's

[...]per meaning to the text, which engages them in the story or poem.

Super Sentences

Q5 Partner up with someone in your class. Then, take turns picking create a sentence that uses personification to describe it. Yo like! Continue until both you and your partner have describ

Super Sentences

Question One:

In this question, students were introduced to personification – a... things are given human characteristics, such as emotions, des... stories and poems. Using this definition, they were required... personification for each item pictured.

Model response:

> *Item One: car*
> *The shiny car growled loudly as it drove ...*
>
> *Item Two: stars*
> *The bright stars smiled down at us f...*
>
> *Item Three: pizza*
> *The pizza called tauntingly to ... their order.*

Question Two:

This question asked students t... ...ersonification. The correct response was the second op...

Model Response:

> *The ballerina...*
>   *This ... ...ation.*
> **The cool ... ...hildren.**
>   *...the correct answer, as the cool water (a ... ...uman action of calling.*
> *"Mum... ...eaway for dinner?"*
>   *...n, not personification.*
> *...ngly cool water.*
>   *...hat the children were doing.*

...dentify which of the sentences uses personification. The correct ... ...explained below.

> *...ve seen a ghost!" exclaimed Roger.*
>   *...mple of a simile and direct speech, not personification.*
> *... like a vacuum cleaner.*
>   *...xample of a simile, not personification.*

This answer guide is continued on the next page...

The steam train screamed down the rusty tracks.
   This is an example of personification and the
   nonhuman thing) has been given the huma
The magnificent lion lay silently sleeping in his de
   This is simply a description of what the l

Question Four:

In this question, students were asked to briefly   personification
in their writing. They could have used prior k   this question,

Model response:

   I think that authors use perso   resting. Giving
   nonhuman things human c   e reader's mind and gives
   deeper meaning to the te

Question Five:

This question required s   icking a picture from the page. They
then had to try to creat   o describe that picture. Students were
encouraged to be as

This pictures pro
• A cricket ba
• A turtle
• A whale
• An ice
• A flo
• Fir
• F
•

vity until both partners had described all the pictures.

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End of Le

Plea

If you feel there is... this booklet for you t... with your class, you may... ties (whole workshee... heets) for

Alternati... entire worksheet to... at a later date.

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