



**MIGHTY MINDS**  
Educational Consultants

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**SAMPLE**

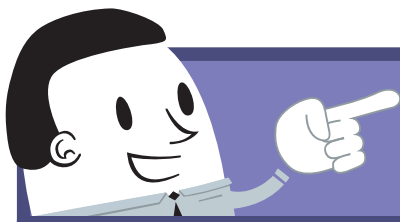


## Writing Techniques

### Literacy

- Creative Characters
- Figurative Fun!
- Super Sentences

Resource code: 27053171



# Creative Characters

**Characterisation is a literary technique used by writers to create characters in a story through description, action and dialogue. Many of the things you read contain examples of this, but you may not realise it!**



Q1

Direct characterisation is when the author literally tells you what a character is like, usually through a narrator. Circle the sentence that shows direct characterisation.

It was a beautiful sunny day at the beach. Children were playing and their parents sunbathed on the hot sand, and dogs barked happily. However, Annemarie was not like the other children. She didn't like swimming in the ocean, nor did she like building sandcastles with her sisters. Her sisters built excellent sandcastles, but Annemarie didn't. Instead, Annemarie liked to find crab shells and smooth rocks by the rock pools, and draw pictures of them in her notebook. The crabs were hard to find, as they were often swept away by the waves. She never found any at all – she was a very patient person. Annemarie had long brown hair and deep blue eyes.

Q2

Based on the text, draw a picture of what you think the character looks like. What words made you draw her like you did?

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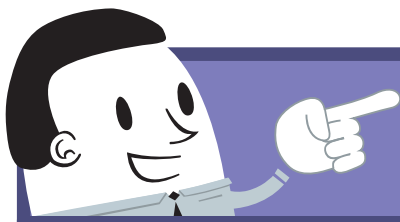
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SAMPLE



# Creative Characters

Q3

Now it's your turn to use characterisation! On the lines provided, describe the appearance and personality of the mermaid below. You can use any of the words from the word search below.

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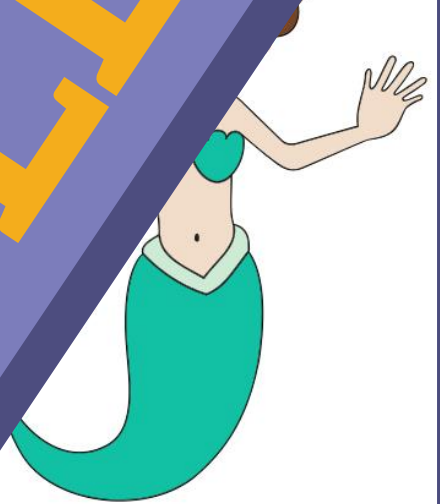
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Q4

Complete the characterisation of the mermaid by finding the words in the word search below. You can find the words forwards, backwards or diagonal!

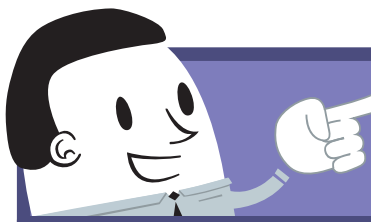
B O R  
 R L  
 A S H  
 O G L  
 A I T Q  
 T D W S S  
 O C E A N  
 K T Q B A O  
 R M A I D V  
 T R O H T U A

Find these words:

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



SAMPLE



# Figurative Fun!

Figurative language allows you to use specific terms like **metaphor and simile** to describe something. *This makes your writing more interesting and appealing to your reader.*



Q1

Similes compare two things using the words 'like' or 'as'. For example, if you know that the girl swims very well, you might use the simile 'she swims like a fish'. Use the 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 fool.

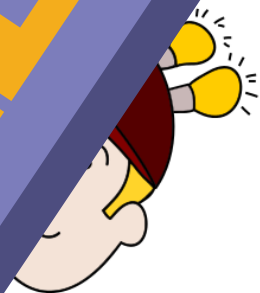
Write your own below!

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Q2

Below is a sentence that uses a simile. Write a sentence that uses a simile. Instead of the word 'like', use the word 'as'. Use the example then write your own.

**Pattern Two:** subject + verb + as + noun

Example: The giant's foot was as big as a giant!  
The girl swam gracefully as a swan.



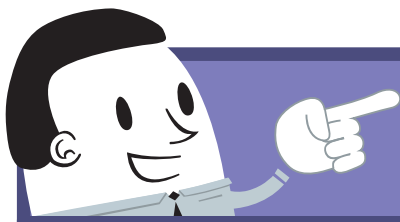
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SAMPLE



# Figurative Fun!

Q3

A metaphor is a comparison between two dissimilar things without 'being' the other. It is different from a simile as it does not use 'like' or 'as'. Read the sentences below, and explain what the metaphor means.

The laundry was a mountain on the couch, and I had to fight it.

\_\_\_\_\_ is being compared to \_\_\_\_\_

because \_\_\_\_\_

The wind was an angry witch, howling across the fields.

\_\_\_\_\_ is being compared to \_\_\_\_\_

because \_\_\_\_\_

Q4

Read through the following sentences. For each sentence, decide if it is a simile, a metaphor, or neither. Write your answer on the left side of the scale. If you think a sentence is neither, write it on the right side of the scale.

There was not a single cloud in the sky.

\_\_\_\_\_

Her smile is a bright ray of sunshine.

\_\_\_\_\_

The dog wagged his tail like a metronome.

\_\_\_\_\_

The bag is as heavy as a lead brick.

\_\_\_\_\_

She stood as tall as a giant next to the plane.

\_\_\_\_\_

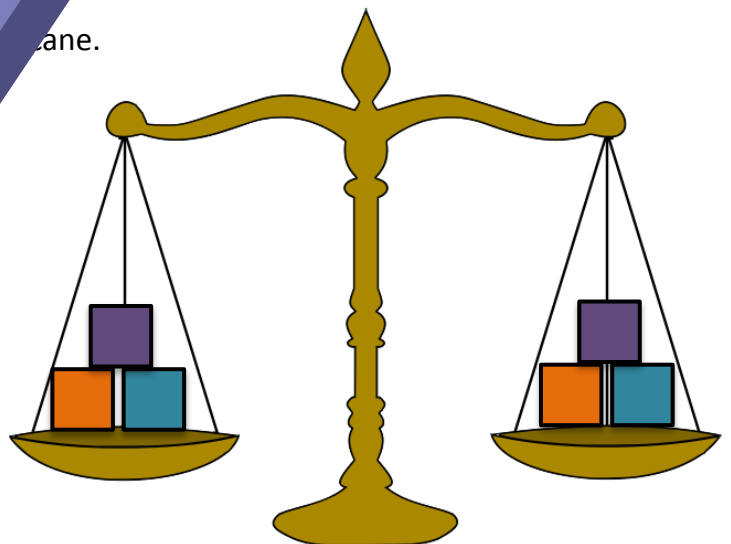
My heart was as light as a feather when I saw the wind.

\_\_\_\_\_

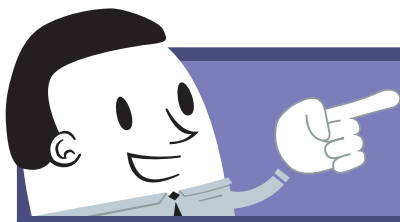
### Hint:

Some sentences contain neither a simile nor a metaphor!

- After you have completed this activity, the scales should be evenly balanced.



SAMPLE



# Super Sentences

Literary techniques can make any sentence super. *Personification is a literary device where nonhuman things are given human emotions, desires, actions and speech. It is often used to make writing more interesting.*

Q1

The sentence 'the wind danced playfully through the rustling leaves' is an example of personification, as the object (the wind) is doing a human action. Write a sentence of your own that uses personification to describe a natural phenomenon.

Handwriting practice lines with illustrations of a yellow car, stars, and pizza slices.

Q2

Which sentence uses personification?

- The ballerina danced gracefully like a swan.
- The swan swam gracefully like a ballerina.
- The steam train screamed down the rusty tracks.
- The magnificent lion lay silently sleeping in his den.

Which sentence uses personification?

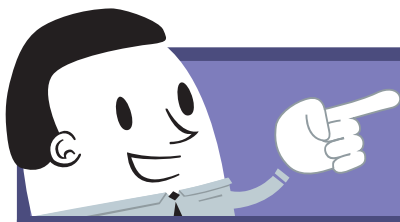
- "You look as though you've seen a ghost!" exclaimed Roger.
- The dog ate his kibble like a vacuum cleaner.
- The steam train screamed down the rusty tracks.
- The magnificent lion lay silently sleeping in his den.

Write a sentence that uses personification in their writing?

Handwriting practice lines for the answer to Q2.



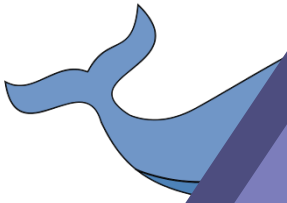
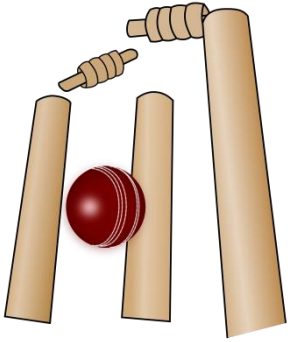
SAMPLE



# Super Sentences

Q5

Partner up with someone in your class. Then, take turns picking an object and create a sentence that uses personification to describe it. You can use any object you like! Continue until both you and your partner have described an object.



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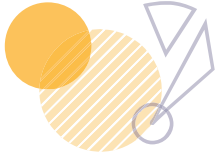
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# Mighty Minds Lesson Installs

## 'Fundamentals' Lesson



Firstly, thank you for your support of Mighty Minds and our resources. We are proud to provide quality resources that are both educational and engaging, and we hope you enjoy using our works.

To assist you in using this resource, we have compiled some information for you.

### About this resource

This Mighty Minds 'Fundamentals' Lesson focuses on a specific skill (in this case, Maps and Plans) and presents this skill through a theme from the Australian Curriculum (in this case, Geography). This lesson is also targeted at a certain skill level (in this case, Year 5) and is designed for completing work that is suited to them.

### How to use this resource

Our 'Fundamentals' Lessons are split into two parts: a Teacher's Copy and a Student Workbook. Each contain different types of resources.

The student workbook contains:

- The main title page; and
- The blank student worksheet.

The teacher resources include:

- This set of instructions for how to use the resource;
- The Teacher's Copy of the lesson, which includes the lesson plan, the lesson content, and any resources that will be needed to teach the lesson;
- The Item Description, which includes the lesson's aims, the lesson's objectives, and any extension ideas;
- The student model responses, which are provided as examples of student responses on the student worksheets to ensure that answers are clear and easy to understand;
- The teacher's copy of the student model responses, which provides a more detailed explanation of the model responses for each question;
- The final version of the student worksheet, which is ready to be printed and used in the classroom.

We also provide a Student Workbook (the first set of pages) for the students. If students are using the Student Workbook, you may also like to provide them with the student answer sheet.

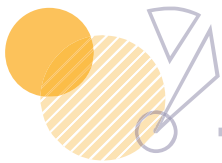


### Contacting us

We would love to hear from you. If you have any feedback or suggestions, please email us. If you suggest changes to any lesson, we will send you the revised lesson – free of charge.

You can contact us at [resources@mightyminds.com.au](mailto:resources@mightyminds.com.au) and we'll get back to you as soon as we can.





# Literary Techniq



## Person

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

**First Person:** A text written in first person represents the person speaking, often using pronouns such as 'I', 'me', 'my', 'we', 'us' and 'our'. First person is commonly used in personal essays or memoirs.

Example: *I was running late for school and*

**Second Person:** A text written in second person represents the person being spoken to, using pronouns such as 'you' and 'your'. Second person is commonly used in advertising.

Example: *You will lose 10kg with Big*

**Third Person:** A text written in third person represents the person or people being spoken about, using pronouns such as 'he', 'she', 'him', 'her', 'they', 'them'. Third person is commonly used in non-fiction pieces, such as academic essays and news articles.

Example: *He was one of the*

## Audience

For writing to be effective, it is important to address the audience appropriately. Changing the tone, sentence structure and vocabulary of a text is aimed at the audience it is aimed at. For instance, a piece of writing using complex terms and long sentences would be aimed at an older, more educated audience whereas a piece of writing using simple terms and simple wording would be aimed at a younger audience.

Example: *The taxonomic genus 'Loxodonta', derives from the taxonomic terms 'Loxos' (ants) and 'donta' (mammoths)" uses complex terms and extended sentences aimed at scientists or others who are highly educated.*

Example: *Wow! They can grow up to four metres high!" uses simple terms and short sentences aimed at a younger audience such as school children.*

## Language

The use of figurative language in texts is an important literary technique. Such devices

are used to draw a comparison between two things that are typically unlike. They use words to describe one thing to another.

Example: *Her skin was soft as silk; My teacher has eyes like a hawk.*

Similes draw a comparison between two typically unlike things.

Metaphors describe one thing as being like another, a metaphor states that one thing

Example: *He was a playful monkey; Her eyes were glistening diamonds.*





Item Description

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



'Creative Characters', 'Figurative Figures' and 'Personification' Activities

Activity Description:

- In the first activity, Creative Characters, students are given questions that test their knowledge of characterisation. They are asked to identify a character being used in a passage, sketch a character and complete a word search.
- The second activity, Figurative Figures, involves identifying different sentence patterns to write similes and explain their meaning. Students are also asked to identify metaphors. They are then asked to balance a scale by writing their own similes and metaphors in a list of sentences.
- In the final activity, 'Supernatural Sentences', students are given questions that test their knowledge of personification. They are asked to identify personification in a sentence, as well as to write their own personification sentences using examples from images provided.

Purpose:

- To develop and enhance students' understanding of figurative language, specifically characterisation and metaphor and personification.



- Understanding of words and other symbols (α1)
- Understanding of language (α3)
- Understanding of words or other symbols (α4)
- Understanding of pictures/ illustrations (α5)
- Communicating items/ information (α52)
- Organising extended written text (β21)
- Extracting information (β38)
- Understanding (β48)
- Correct spelling, punctuation, grammar (π9)
- Vocabulary appropriate to a context (π10)
- Writing/ drawing (π60)

This Item Description is continued on the next page...





Item Description – continued

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‘Creative Characters’, ‘Figurative Figures’, ‘Creative Characters’, ‘Figurative Figures’

- **Suggested Time Allocation:**
  - This lesson is designed to take approximately 45 minutes per activity.
- **Teaching Notes:**
  - Students may require coloured paper to create their ‘Creative Characters’.
  - In order to complete the worksheet, students will require some understanding of literary techniques. Not all students may have this understanding necessarily provided for them, as this lesson is for students who have already had some knowledge of literary techniques. Some students may need to be reminded of some of the techniques covered in the previous lesson could be conducted before completion.
  - After completing each activity, students could be asked to present their work as a class. Encourage students to read out their work and ask them to justify their answers. Allow students to give constructive criticism.
- **Follow Up/ Class Discussion:**
  - Encourage students to identify literary techniques that were not explored in the worksheet. They could be asked to write their own definition of a simile or a metaphor. They could each write their own catopoeia. They could each write their own...





# Creative Characters

**Characterisation is a literary technique used by writers to create characters in a story through description, action and dialogue. Many of the things you read contain examples of this, but you may not realise it!**



Q1

Direct characterisation is when the author literally tells you what a character is like, usually through a narrator. Circle the sentences that show direct characterisation.

I was a beautiful sunny day at the beach. Children were playing and their parents sunbathed on the hot sand, and dogs barked happily. However, Annemarie was not like the other children. She didn't like swimming in the ocean, nor did she like building sandcastles. Her sisters built excellent sandcastles every day. Instead, Annemarie liked to find crab shells and other interesting things in the rock pools, and draw pictures of them in her notebook. The shells were hard to find, as they were often swept away by the waves. She never gave up and at all – she was a very patient person. Annemarie had long brown hair and deep blue eyes.

Q2

Based on the text, draw a picture of what you think the character looks like. What words made you draw her like you did?

Shy and quiet

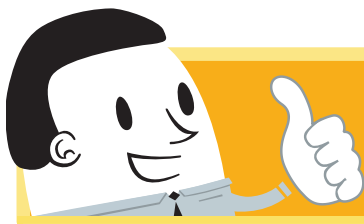
Very patient

Long brown hair

Deep blue eyes



SAMPLE



# 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

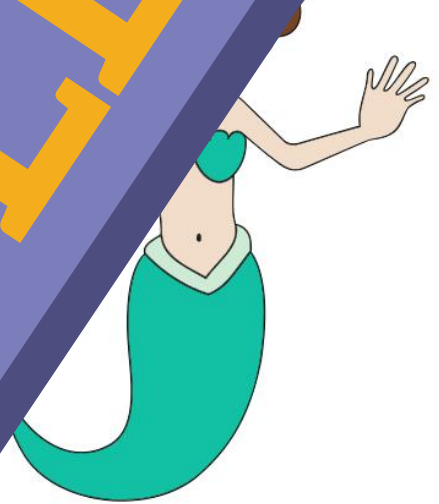
the ocean and attends an under

with her three sisters, Laur

Lilly is very smart and al

marks on her schoolw

spelling!



Q4

Complete the words by writing them forwards, backwards or diagonal!



Find these words:

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



## Creative Characters

### Question One:

In this question, students were informed that direct characterisation tells the audience what a character is like, usually through a narrator. The sentences in the passage provided that use direct characterisation to describe character Annemarie's appearance, personality or likes should be identified. The descriptions of the setting ignored. The sections that should be highlighted in red below.

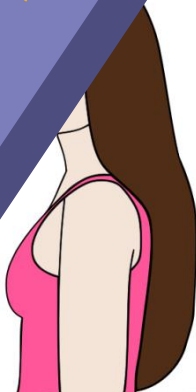
Model response:

*I was a beautiful sunny day at the beach. The children were sunbathing on the hot sand, and dogs were playing. However, **Annemarie was not like the other children. She didn't like swimming in the ocean, nor did she like to play with her sisters.** Her sisters built excellent sandcastles, but she preferred to read instead. **Annemarie liked to find crabs and small shells, and draw pictures of them in her sketchbook.** The shells were often swept away by the waves. **Annemarie had long brown hair and was a patient person.***

### Question Two:

This question asked students to draw a character based on the description. The character Annemarie would look like based on the description. The drawing also required to identify what words made them draw her like that. The descriptions could have varied greatly, however they should all should have drawn her with long hair, as that was explicitly stated. Other aspects of her appearance, such as her eyes, had to have been inferred from the description of her personality. The character Annemarie is drawn with a withdrawn, reserved expression to reflect her personality.

Model response:



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





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### Question Three:

In this question, students were required to write a description of the mermaid in the picture provided. Students were able to use information from the previous questions to assist them. They were encouraged to use their own words.

Model response:

Lilly the mermaid is a bubbly, happy person with a long, flowing and a strong silky tail that helps her swim. Lilly is very friendly and even the dolphins and turtles! She lives in the ocean with her three sisters, Laura, Ariel and Mia. Lilly is very smart and works on her schoolwork, especially for spelling.

### Question Four:

This question asked students to find words related to the mermaid, story, author, technique, and character. Students were informed that words could be found forwards, backwards, and diagonally.

Model response:







# Figurative Fun!

Figurative language allows you to use specific terms like **metaphor** and **simile** to describe something. *They make your writing more interesting and appealing to your reader.*



Q1

Similes compare two things using the words 'like' or 'as'. For example, if you know that the girl swims very well, you might use the simile 'she swims like a fish'. Write a sentence using the sentence pattern below to write your own simile.

**Pattern One:**      subject + verb + like + noun

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

Write your own below!

He plays like a pro.

She cries like a baby.

Thomas jumped like a lion.

The dog howled like a wolf.



Q2

Below is a sentence using a simile. The word 'like' is used to create similes. Instead of the word 'like', you can use the word 'as'. Write a sentence using the example then write your own.

**Pattern Two:**      subject + verb + as + noun

Example:          The girl is as tall as a giant!  
                         The girl swam gracefully as a swan.

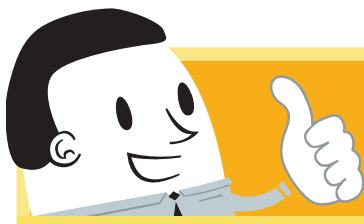


He is as fast as a fox.

She is as big as an elephant.

He is as small as a mouse.

SAMPLE



# Figurative Fun!

Q3

A metaphor is a comparison between two dissimilar things without using the words 'like' or 'as'. Read the sentences below, and explain what the metaphor compares.

The laundry was a mountain on the couch, and I had to force it down.

The laundry is being compared to a mountain because there is so much of it

The wind was an angry witch, howling across the trees.

The wind is being compared to an angry witch because it made howling noises as it blew

Q4

Read through the following sentences and decide if each is a simile, a metaphor, or neither. Write this below it and draw a scale to show how you think. If you think a sentence contains a metaphor, you should tip the scale.

There was not a single cloud in the sky.

Neither

Her smile is a bright ray of sunshine.

Metaphor

The dog wagged his tail like a metronome.

Neither

The bag is as heavy as a lead brick.

Simile

She stood as tall as a lighthouse.

Simile

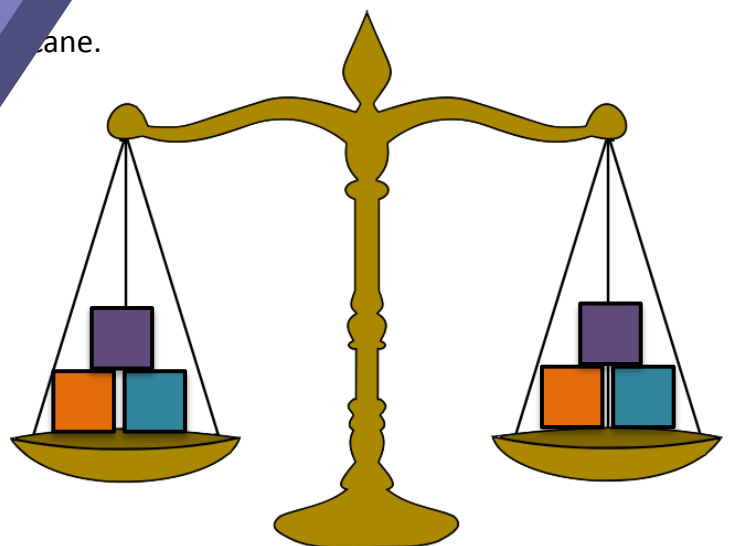
My hair is blowing like a wild wind.

Simile

### Hint:

Some sentences contain neither a simile nor a metaphor!

- After you have completed this activity, the scales should be evenly balanced.



SAMPLE

## Figurative Fun!

### Question One:

In this question, students were introduced to similes – a literary device that compares two things using the words 'like' or 'as' – and were given a series of examples to write their own. The pattern was: subject + verb + like + noun. The examples provided were 'Emma runs like a cheetah' and 'The boy acts like a fool'. Students were asked to write sentences that were similar to these examples. Students' answers were collected from each other's, however model answers have been provided below.

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 provided with examples of similes that could also be used to create similes. The key difference between the first one was that 'as' was used instead of the word 'like'. The pattern was: subject + adjective + as + noun, and the examples provided were 'He dances as gracefully as a swan'. Students should have used the same pattern to write sentences similar to these examples. Students' answers were collected from each other's, however model answers have been provided below.

Model response:

*She is as graceful as a swan.  
The boy is as brave as a lion.  
The girl is as kind as an angel.  
He is as fast as a cheetah.*



metaphors – a comparison between two dissimilar things where they are not using 'like' or 'as'. They were required to read the sentences provided and explain what was being compared and why.

*The couch was as comfortable as a mountain on the couch, and I had to fold it all!  
The couch was as comfortable as a mountain because **there is so much of it!***

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





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

The wind was an angry witch, howling across the night sky.  
**The wind** is being compared to **an angry witch** because it is **across the sky**.

### Question Four:

In this question, students were required to read through a list of sentences and identify if each sentence contained a simile or a metaphor. If they thought a sentence contained a simile, they had to draw a small object on the left side of the scale. If they thought a sentence contained a metaphor, they had to draw a small object on the right side of the scale. If they thought a sentence contained neither a simile nor a metaphor, in which case they did nothing. If a student correctly identified all the similes and metaphors, they would have ended up with a perfectly balanced scale.

Model response:

There was not a single cloud in the sky.  
**Neither**

Her smile is a bright rainbow.  
**Metaphor**

The dog wagged its tail.  
**Neither**

The bag is as heavy as lead.  
**Simile**

She spoke as softly as a whisper.  
**Simile**

My heart was as light as a feather.  
**Simile**

The sun was as hot as a furnace.  
**Simile**

The car was as fast as a cheetah.  
**Simile**

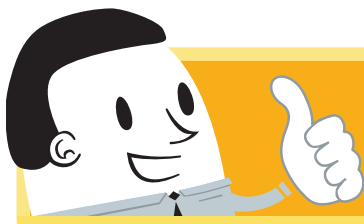
The night was as dark as a blackboard.  
**Simile**

The wind was as loud as a trumpet.  
**Simile**



**SAMPLE**





# Super Sentences

Literary techniques can make any sentence super. *Personification is a literary device where nonhuman things are given human emotions, desires, actions and speech. It is often used to make writing more interesting.*

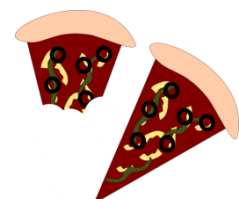
Q1

The sentence 'the wind danced playfully through the rustling leaves' is an example of personification, as the object (the wind) is doing a human action. Write a sentence of your own that uses personification to describe a natural phenomenon.

The shiny car growled loudly as it drove out of the carwash.

The bright stars smiled down at us from the dark night sky.

The pizza called tauntingly to the hungry customers as they walked past.



Q2

Which sentence uses personification?

- The ballerina swayed gracefully like a swan.
- The steam train screamed down the rusty tracks.
- The magnificent lion lay silently sleeping in his den.
- "You look as though you've seen a ghost!" exclaimed Roger.

Which sentence uses personification?

- "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.

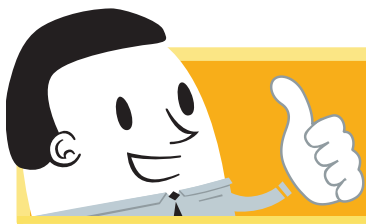


Which sentence uses personification in their writing?

The author uses personification to make their writing more interesting.

Personification helps create an image in the reader's mind.

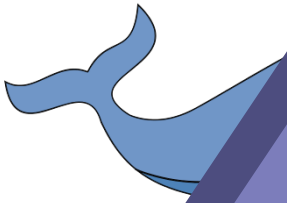
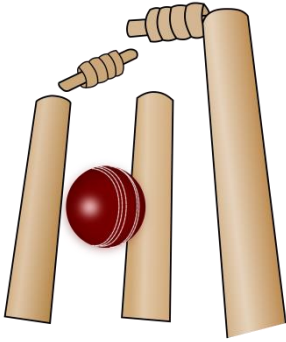
Personification adds deeper meaning to the text, which engages them in the story or poem.



# Super Sentences

Q5

Partner up with someone in your class. Then, take turns picking an object and creating a sentence that uses personification to describe it. You can use any object you like! Continue until both you and your partner have described an object.



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## Super Sentences

### Question One:

In this question, students were introduced to personification – a technique where things are given human characteristics, such as emotions, desires, and actions. This is often used in stories and poems. Using this definition, they were required to identify personification for each item pictured.

Model response:

Item One: car

*The shiny car growled loudly as it drove off.*

Item Two: stars

*The bright stars smiled down at us from the sky.*

Item Three: pizza

*The pizza called tauntingly to the waiter, "Bring me my order."*

### Question Two:

This question asked students to identify which of the sentences used personification. The correct response was the second option.

Model Response:

The ballerina danced gracefully.

This sentence does not use personification.

**The cool water splashed against the children.**

This is the correct answer, as the cool water (a non-human object) is given the human action of calling.

The man called out to the waiter, "Bring me my order."

"Murderer! Take me away for dinner?"

This sentence does not use personification.

The vacuum cleaner whirred and hummed.

This sentence does not use personification.

The vacuum cleaner whirred and hummed as it cleaned the floor.

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SAMPLE



Identify which of the sentences uses personification. The correct response was the second option.

"We've seen a ghost!" exclaimed Roger.  
This sentence is an example of a simile and direct speech, not personification.  
The vacuum cleaner whirred and hummed.  
This sentence is an example of a simile, not personification.

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**The steam train screamed down the rusty tracks.**

*This is an example of personification and the (nonhuman thing) has been given the human quality of screaming.*

The magnificent lion lay silently sleeping in his den.

*This is simply a description of what the lion is doing.*

**Question Four:**

In this question, students were asked to briefly describe a personification in their writing. They could have used prior knowledge of personification from this question,

Model response:

*I think that authors use personification to make their writing more interesting. Giving nonhuman things human characteristics makes the reader's mind and gives deeper meaning to the text.*

**Question Five:**

This question required students to pick a picture from the page. They then had to try to create a personification to describe that picture. Students were encouraged to be as creative as possible.

This pictures provide:

- A cricket ball
- A turtle
- A whale
- An ice cream cone
- A flower
- Fire
- A person
- A car

Students were to take turns describing their picture to their partner until both partners had described all the pictures.







# End of Learning

Please

If you feel there is a need for this booklet for you to use with your class, you may request copies (whole worksheets or sheets) for

Alternatively, you can request the entire worksheet to be provided at a later date.

