

# Learning from Home – Brooke Avenue Public School



## Stage 3 (Years 5 and 6) – Week 1, Term 3

The following timetable can be used by students to support learning at home. All tasks have been linked to syllabus outcomes. If technology is available at home, please use the attached links to support learning.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Daily task</b>		Match socks and sort washing.	Wash the dishes.	Make your bed.	Help an adult with an outside activity.
<b>Morning</b>	<b>Pupil Free Day</b>	<p><b>Agenda</b> Read the activities for Tuesday and make up an agenda for the day. After finishing each task tick off and initial.</p> <p><b>English</b> <u>What is Personification?</u> Watch the Personification video</p>	<p><b>Agenda</b> Read the activities for Wednesday and make up an agenda for the day. After finishing each task tick off and initial.</p> <p><b>English</b> <u>What is a Simile?</u> Watch the Similes video below or read through</p>	<p><b>Agenda</b> Read the activities for Friday and make up an agenda for the day. After finishing each task tick off and initial.</p> <p><b>English</b> <u>What is a Metaphor?</u> Watch the Metaphor video below or read</p>	<p><b>Agenda</b> Read the activities for Thursday and make up an agenda for the day. After finishing each task tick off and initial.</p> <p><b>English</b> <u>What is a Literary Description?</u> You will watch the video</p>



	Monday	Tuesday	Wednesday	Thursday	Friday
		<p>below or read through the slideshow (attached in this package). The teacher will guide you as you learn how to identify, explain and create examples of personification. Throughout the lesson, you will be asked to pause the video to complete an activity on the activity sheets.</p> <p><a href="https://vimeo.com/412146252/0433ee690b">https://vimeo.com/412146252/0433ee690b</a></p> <p><b><u>Activity Sheet 1: Volcano Brainstorm</u></b> Using the activity sheet, address the success criteria by brainstorming vocabulary to describe a volcano.</p> <p><b><u>Activity Sheet 2: Newsflash</u></b> Create an attention-grabbing poster that personifies a volcano.</p>	<p>the slideshow (attached in this package). The teacher will guide you as you learn how to identify, explain and create examples of simile. Throughout the lesson, you will be asked to pause the video to complete an activity on the activity sheets.</p> <p><a href="https://vimeo.com/414983738">https://vimeo.com/414983738</a></p> <p><b><u>Activity Sheet 1: What is and isn't a simile?</u></b> Read the tasks and record your answers on the activity sheet.</p> <p><b><u>Activity Sheet 2: Using images to create similes</u></b> Brainstorm vocabulary that matches the image and create similes using the vocabulary.</p> <p><u>Activity too hard?</u> Complete a range of</p>	<p>through the slideshow (attached in this package). The teacher will guide you as you learn how to identify, explain and create examples of a metaphor. Throughout the lesson, you will be asked to pause the video to complete an activity on the activity sheets.</p> <p><a href="https://vimeo.com/417894588">https://vimeo.com/417894588</a></p> <p><b><u>Activity Sheet 1: Newsflash!</u></b> Create a Newsflash graphic organiser on your understanding of metaphors.</p> <p><b><u>Activity Sheet 2: Venn Diagram</u></b> Use the Venn diagram to compare and contrast a simile and a metaphor.</p> <p><u>Activity too hard?</u> Use your own words to</p>	<p>below or read through the slideshow (attached in this package) about identifying and finding examples of literary descriptions in texts. The teacher will guide you as you learn how to identify, explain and create a literary description. Throughout the lesson, you will be asked to pause the video to complete an activity on the activity sheets.</p> <p><a href="https://vimeo.com/420603399">https://vimeo.com/420603399</a></p> <p><b><u>Activity Sheet 1: Literary Description Puzzle</u></b> Highlight key features in the two character descriptions (from the video) using the puzzle as a guide on what to highlight. Write annotations about what literary descriptions are being used in the text extracts.</p>



Monday	Tuesday	Wednesday	Thursday	Friday
	<p><b>Activity Sheet 3: Personification Match Up</b> Use the success criteria to match the noun to a human characteristic.</p> <p><u>Activity too hard?</u> Complete one simple sentence with a more obvious pair such as trees and waving.</p> <p><u>Activity too easy?</u> Create an extended piece of writing with more examples of personification.</p> <p><b>Extension Activity:</b> Read some poetry and find more examples of personification.</p>	<p>predictable similes, such as, as light as a... as hot as...</p> <p><u>Activity too easy?</u> Find examples of simile within texts you are reading and find ways to rewrite them as non-examples.</p> <p><b>Extension Activity:</b> Create an advertisement for a product with a simile slogan. For example, the cupcake is as soft as the fur on a newborn kitten. The advertisement could be a poster or a film.</p>	<p>explain to a family member what a metaphor is. Whilst completing daily tasks, make examples of metaphor, for example, whilst eating breakfast: "Eating is pure happiness!" or "This is a mountain of food!"</p> <p><u>Activity too easy?</u> Your child might present their understanding of metaphor into a news report and interview family members for suggestions.</p> <p><b>Extension Activity:</b> Create a newspaper article or a teaching video to teach someone about metaphors.</p>	<p><u>Activity too hard?</u> Find adjective clues that focus only on a character's physical appearance first such as 'matted' or 'smooth' to describe their physical feature of hair. When confident, look for adjectives to describe a character's behaviour or actions such as 'kind-hearted'.</p> <p><u>Activity too easy?</u> Find further examples of literary descriptions that focus on a setting of a story. Still look for clues to describe physical features such as the metaphor: "The water was an emerald glistening in the sunlight".</p> <p><b>Extension Activity:</b> Find literary descriptions in different pieces of writing such as in news articles and travel brochures.</p>



	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Break</b>	Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible.				
<b>Middle</b>		<p><b>Mathematics</b> <b><u>Multiplication Toss Game</u></b> Watch the Multiplication Toss Video <a href="https://sites.google.com/education.nsw.gov.au/s3-math-digital-resource-1/multiplication-toss-part-2?authuser=0">https://sites.google.com/education.nsw.gov.au/s3-math-digital-resource-1/multiplication-toss-part-2?authuser=0</a></p> <p>Download 1cm square paper or create some from paper at home. Create the number spinner.</p> <p><b>Instructions:</b> Each player takes a turn to spin both of the spinners. If a 3 and 6 are spun, players can either draw around a block of 3 sixes (3 rows of 6) or 6 threes (6 rows of 3). Once the array of rows and columns has been enclosed, count how</p>	<p><b>Mathematics</b> <b><u>Closest to 100</u></b> Watch the Closest to 100 video <a href="https://sites.google.com/education.nsw.gov.au/s3-math-digital-resource-1/closest-to-100">https://sites.google.com/education.nsw.gov.au/s3-math-digital-resource-1/closest-to-100</a></p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>• Players shuffle the cards and put them in a central pile. One person takes 6 cards and places them face up for everyone to see.</li> <li>• The goal is to use addition and subtraction to get as close to a total of 100 as possible.</li> <li>• Each card can only be used once. It can be used to form a 1- or 2-digit number.</li> <li>• Players score 0 points</li> </ul>	<p><b>Mathematics</b> <b><u>Let's Get Magical!</u></b> Watch the Let's Get Magical video <a href="https://sites.google.com/education.nsw.gov.au/s3-math-digital-resource-1/lets-get-magical?form=MY01SV&amp;OCID=MY01SV">https://sites.google.com/education.nsw.gov.au/s3-math-digital-resource-1/lets-get-magical?form=MY01SV&amp;OCID=MY01SV</a></p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>• Choose a 3-digit number where each digit is smaller than the previous one (but they don't have to be in order. For example, 982 or 531.)</li> <li>• Then, reverse the digits and subtract the second number from the first one. So, if I had chosen 531, I would now work out <math>531 - 135</math>. The answer is 396. (If you get 99, record your answer as</li> </ul>	<p><b>Mathematics</b> <b><u>Basketball Toss</u></b> Watch the Basketball Toss video <a href="https://sites.google.com/education.nsw.gov.au/s3-math-digital-resource-1/basketball-toss">https://sites.google.com/education.nsw.gov.au/s3-math-digital-resource-1/basketball-toss</a></p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>• Mark a clear 'starting line' for your basketball toss.</li> <li>• Take 3 big steps from your starting line and place a basket, bucket or container at the end.</li> <li>• Stand at your starting line and throw your socks with your right hand.</li> <li>• Throw your socks, aiming for the basket, 10 times with your right hand.</li> <li>• Then, do the same</li> </ul>



Monday

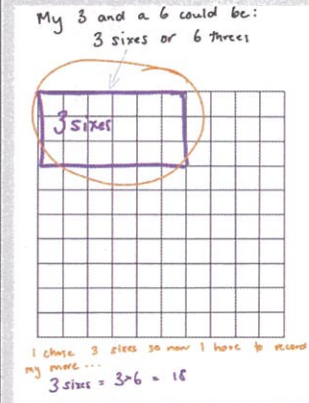
Tuesday

Wednesday

Thursday

Friday

many squares are in the array.



The game continues and players are not allowed to use any of the same squares twice. There are no overlapping areas. Eventually the space on the grid paper gets really small. Then, players really have to think. Think aloud when you are working though how you can fit in your multiplication. The winner is the player with

if they are able to reach exactly 100. Otherwise, they work out their points based on the difference between their total and 100. For example, if a team created a total of 98, they would score 2 points.

- Keep a cumulative total of their difference to 100. The winner is the team to have the lowest points score at the end.

**Extension Activity:**

Include multiplication and division in the challenge. Change the target number to a bigger number than 100 (for example, try 137 or 956). Change the target number to a smaller number, for example, 35-hundredths (0.35). In this case, the numerals can

099.)

- Next, reverse your new number. For example, from 396 I can make 639.
- Finally, add these last two numbers together. For example,  $396 + 639$ .
- Here comes the magic... The answer is 1089!

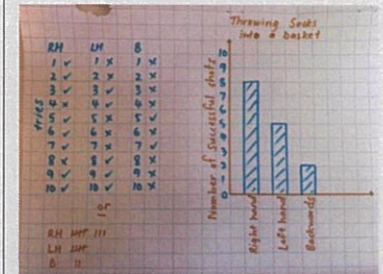
**Extension Activity:**

'Predict your number' puzzle

1. Choose a number in the grid and circle it.
2. Choose another number which is not in the same row or column as the first number and circle it.
3. Pick a third number which is not in the same row or column as either of the other numbers you have circled.
4. Pick a fourth number

thing 10 times with your left hand.

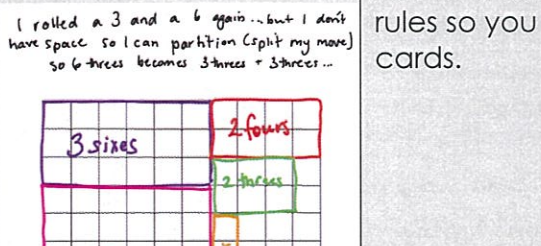
- Repeat again. Try throwing backwards and with your eyes closed.
- Keep a record of your baskets and graph your results on a piece of paper.



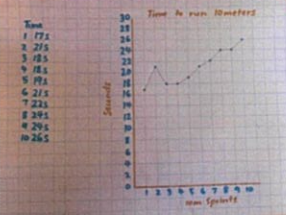
**Extension Activity:**

Time yourself running a 10 metre distance. Record how many seconds it takes to run the 10 metres. Do this 10 times and record each length of time it takes in seconds.



Monday	Tuesday	Wednesday	Thursday	Friday												
	<p>the largest area blocked out after 10 spins.</p> <p>I rolled a 3 and a 6 again...but I don't have space so I can partition (split my move) so 6 threes becomes 3 threes + 3 threes...</p>  <p>3 sixes = <math>3 \times 6 = 18</math>  2 fours = <math>2 \times 4 = 8</math>  7 sixes = <math>7 \times 6 = 42</math>  2 threes = <math>2 \times 3 = 6</math>  3 ones = <math>3 \times 1 = 3</math>  1 one = <math>1 \times 1 = 1</math></p>	<p>be worth tenths or hundredths.  Use fewer cards to find a solution, or, change the rules so you use all the cards.</p>	<p>which is in no other column or row as the other circled numbers.</p> <p>5. Add all 4 numbers which are circled together.</p> <p>6. Your answer is 34.</p> <table border="1" data-bbox="1310 518 1646 678"> <tr><td>1</td><td>2</td><td>3</td></tr> <tr><td>5</td><td>6</td><td>7</td></tr> <tr><td>9</td><td>10</td><td>11</td></tr> <tr><td>13</td><td>14</td><td>15</td></tr> </table> <p>7. Try this puzzle again.  8. Share it with a family member.  9. Explore....how does this work?</p>	1	2	3	5	6	7	9	10	11	13	14	15	<p>Draw a line graph to represent the length of time it took for each run.</p> <p>Did your times slow down or fasten up as you finished your 10 sprints? Why?</p> <p>How far did you run in total (if exactly 10m each time)?</p> <p>Calculate how long it would take to run 100 meters, 500 meters and 1kilometer (1000m) in seconds</p> <p>Convert these seconds to minutes and hours (60sec=1min, 60min=1hr).</p> <p>Using Google maps, calculate how many kilometres it is from your house to either a friend's house, the corner shop, school, train station or your favourite take away.</p> <p>How long would it take you to run there?</p>
1	2	3														
5	6	7														
9	10	11														
13	14	15														

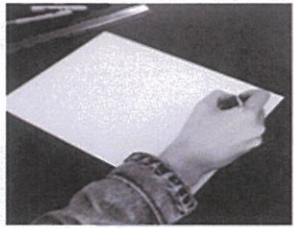
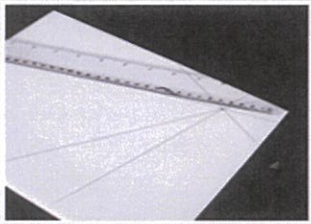
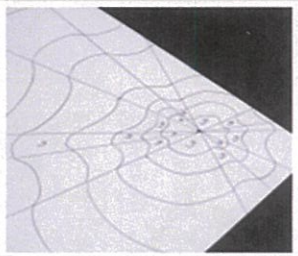


	Monday	Tuesday	Wednesday	Thursday	Friday
		<p><b>Science: Physical World – Australian Native Animals</b> Choose an activity from the matrix and complete it.</p>	<p><b>Science: Physical World – Australian Native Animals</b> Choose an activity from the matrix and complete it.</p>	<p><b>Science: Physical World – Australian Native Animals</b> Choose an activity from the matrix and complete it.</p>	 <p><b>Science: Physical World – Australian Native Animals</b> Choose an activity from the matrix and complete it.</p>
<b>Break</b>	Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible.				
<b>Afternoon</b>		<p><b>PE</b> (Fitness and hand eye co-ordination)</p> <p><u>Daily Challenges</u></p> <ul style="list-style-type: none"> <li>Jogging on the spot for 5 mins. Did you get close?</li> <li>Find a wall or fence. Throw a tennis ball</li> </ul>	<p><b>PE</b> (Fitness and foot eye co-ordination)</p> <p><u>Daily Challenges</u></p> <ul style="list-style-type: none"> <li>Star jumps for 5 mins. Did you get it done. Take breaks if it's too much in one go. Maybe break it up into 5x 1 min rounds.</li> </ul>	<p><b>PE</b> (Fitness and hand eye co-ordination)</p> <p><u>Daily Challenges</u></p> <ul style="list-style-type: none"> <li>Forward + Back + Side to side jumps. Follow this sequence and see if you can make that magic 5 min</li> </ul>	<p><b>PE</b> (Fitness and Foot eye co-ordination)</p> <p><u>Daily Challenges</u></p> <ul style="list-style-type: none"> <li>Step ups. Find a step somewhere around the house. Try and step up and step down without turning</li> </ul>

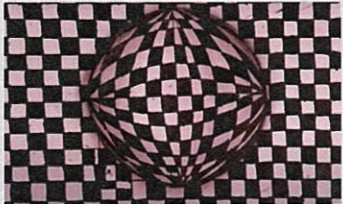
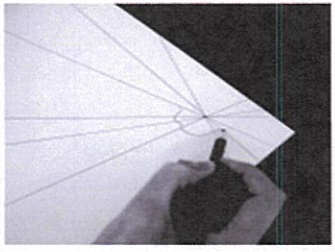
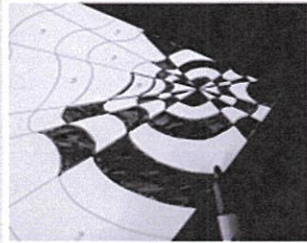



	Monday	Tuesday	Wednesday	Thursday	Friday
		<p>right-handed against the wall and try to catch it 100 times in a row. Move further back to make this challenge harder. Record the distance you made 10 catches from. Repeat with your left hand. How'd you do? Did you have some success in today's challenge?</p> <p><b>Creative Arts</b>  <u>Optical Illusion</u>            Materials: Square piece of paper, lead pencil, permanent marker, ruler, bowl or round container</p> <p><b>Instructions:</b></p> <p>1. Draw a circle in the middle of the page. To get the exact middle, use a ruler to draw a horizontal and vertical</p>	<p>Ever wanted to juggle a soccer ball? (that's where you keep the ball off the ground by kicking it with your foot or thigh) Well, this little lockdown gives you a great chance. My record is (8) I reckon you guys can beat that. Record to keep as proof :)</p> <p><b>Creative Arts</b>  <u>Moving Lines (Take 1)</u>            Materials: A lead pencil, white card, ruler, 2 contrasting coloured felt pens OR a black felt pen, ideally, fine-tip felt pens in the same colour.</p> <p><b>Instructions:</b></p> <p>1. Using your lead pencil, place a small, off-centre dot in the top (or bottom)</p>	<p>timer. Feel the burn!</p> <ul style="list-style-type: none"> <li>Find a tennis ball and a soccer ball. From 5 metres away (approx. 10 kid steps) throw the tennis ball at the soccer ball. How many times could you do it. If this was too easy. Try left handed. Aim for you left hand throws to look like your right.</li> </ul> <p><b>Creative Arts</b>  <u>Moving Lines (Take 2)</u></p> <p>5. You will need to colour alternate segments until they resemble a chequerboard. To avoid mistakes, label each segment in pencil first, so you know which colour to use.</p>	<p>yourself around for 5 mins. A tip. Don't go super-fast to start off with. Set a medium pace and aim to make that sweet time of 5 mins.</p> <p>Find someone in the house to kick a footy or AFL ball to. From 5 metres away, see how many kicks you and your partner can do in a row.</p> <p><b>Creative Arts</b>  <u>Express yo-self</u></p> <p><b>Option 1: (Media Arts)</b></p> <p>Design and draw a character which could be included in an online game which is set in a city of the future. Write a paragraph which explains the personality of your character,</p>



Monday	Tuesday	Wednesday	Thursday	Friday
	<p>line to find the exact middle of your page.</p> <p>2. Then, use a container to draw around the edge to get an exact circle.</p> <p>3. Next, draw 6 curved lines horizontally and 6 curved lines vertically. We measured 1.5 cm from the edge of the circle. This gave it more of the rounded look.</p> <p>4. Then, draw straight vertical and horizontal lines evenly in the background.</p> <p>5. Once you are happy with the look, go over the lines with a permanent marker.</p> <p>6. Colour the squares in a checkered sort of pattern both inside and outside the circle. We started from the middle of the circle to make sure we made no mistakes!</p> <p>7. Finally, use a lead</p>	<p>third of the card.</p>  <p>2. Using a ruler, draw 6 lines that start at the edge of the page and pass through the dot, so the lines all intersect. Each line should start and finish at an edge. These intersecting lines will create triangular sections. Try to place your lines so that the sections are different widths, i.e. they're not all equidistant.</p> 	 <p>6. Start at the point where the lines intersect. Choose 1 colour and begin to fill in the alternating segments. Work your way around the design. It is best to use a fine-tipped pen at first, because the segments close to the dot are so small.</p> <p>7. Gradually work your way out from the centre, shading the segments and using a thicker felt pen once the segments</p>	<p>describes their costume and outlines some of the phrases they might say within the game.</p> <p><b>Option 2: (Music)</b></p> <p>Imagine you are composing a piece of music to reflect a day at an amusement park. List the instruments you would use in your composition, giving reasons for your choices.</p> <p><b>Option 3: (Visual art)</b></p> <p>Draw a vase of your favourite flowers. Use a medium of your choice (charcoal, pencils, watercolours) to complete your artwork.</p> <p><b>Option 4: (Visual art again)</b></p>



	Monday	Tuesday	Wednesday	Thursday	Friday
		<p>pencil to shade around one side of the circle to give the appearance of a shadow.</p>  <p>Finished product should look a little like this!  <a href="https://youtu.be/rpvv1kSNOqc">https://youtu.be/rpvv1kSNOqc</a></p> <p><b>Agenda</b></p> <p>Have you ticked and initialed your agenda for the day?</p>	<p>3. Start in one triangular section and draw a curved line across to the next section. Join this section to the next but change the direction of the curve.</p>  <p>4. Continue creating concentric curved lines, alternating the direction of the curve for each section. Gradually widen the bands as you move away from the dot where the lines intersect.</p>	<p>become larger.</p>  <p>8. If you are working in a single colour, or in black and white, leave the rest of the segments white. If you are using a second colour, fill the contrasting segments in the same way.</p>  <p>9. When you are finished, your artwork should</p>	<p>Look up something of your personal interest on Arthubfor kids. What did you choose? How did it turn out?</p> <p><b>Option 5: (Dance)</b></p> <p>The truest expression of a people is in its dance and in its music. Bodies never lie. - Agnes de Mille. Write a paragraph to explain what this quote means to you.</p> <p><b>(Option 6): Drama</b></p> <p>Write a script for a short dramatic scene involving a crazy scientist, a laboratory assistant, and a test tube full of green sludge.</p> <p><b>(Option 7): Media Arts again...</b></p>



	Monday	Tuesday	Wednesday	Thursday	Friday
			 <p data-bbox="920 539 1263 676">Great job... Take a breather and we'll finish this bad boy off tomorrow!</p> <p data-bbox="920 699 1263 852"><b>Agenda</b> Have you ticked and initialed your agenda for the day?</p>	<p data-bbox="1317 252 1675 325">confuse the eye and appear to move by itself.</p> <p data-bbox="1317 363 1635 437">10. Fantastic work. This must feel rewarding!</p> <p data-bbox="1317 466 1671 635"><b>Agenda</b> Have you ticked and initialed your agenda for the day?</p>	<p data-bbox="1711 268 2069 587">Design a storyboard for the opening scene in a space exploration movie. Be sure to represent the events from a variety of angles e.g. wide shots, mid shots and close-ups.</p> <p data-bbox="1711 616 2069 785"><b>Agenda</b> Have you ticked and initialed your agenda for the day?</p>



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# Exploring literary descriptions








Photo by Nong Vang on Unsplash.com




1

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# Preparing for learning

-  blank paper or workbook
-  pencil or pen
-  Activity sheet 1: Literary description puzzle



2


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# Learning intention and success criteria

**Learning intention:**  
I am learning about and to identify literary descriptions.

**Success criteria:**

- I will explain what a literary description is.
- I can analyse character descriptions.



3


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# Learning intention and success criteria

**Learning intention:**  
I am learning to create a literary description.

**Success criteria:**

- I will explain what a literary description is. 🔍
- I can analyse character descriptions.



4



I do...

A literary description is a creative way to describe a person, place or thing.

5



5

I do...

### Literary description purpose

The purpose of a literary description is to describe people, characters, places, events and things in an imaginative way .

6



6

I do...

### Literary description features

- Describes characteristic features of the subject, e.g. physical appearance, behaviour.
- Often forms part of other pieces of writing such as within a story or poetry.

7



7

I do...

### Literary descriptions



character



setting

8



8





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I do...



## What is a literary description?



9



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### Learning intention and success criteria

**Learning intention:**  
I am learning to create a literary description.

**Success criteria:**

- I will explain what a literary description is.
- I can analyse character descriptions. 🔍






10

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### Character description

Physical characteristics





11

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I do...

He was a big, beefy man with hardly any neck, although he did have a very large mustache. Mrs. Dursley was thin and blonde and had nearly twice the usual amount of neck, which came in very useful as she spent so much of her time craning over garden fences, spying on the neighbors. (p. 1)

- 'Harry Potter and the Philosopher's Stone' - J. K Rowling



12



I do...

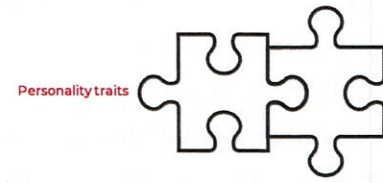
He was a **big, beefy man** with **hardly any neck**, although he did have a **very large mustache**. Mrs. Dursley was **thin and blonde** and had **nearly twice the usual amount of neck**, which came in very useful as she spent so much of her time craning over garden fences, spying on the neighbors. (p. 1)

- 'Harry Potter and the Philosopher's Stone' - J. K Rowling



Character description

Physical characteristics



I do...

He was a big, beefy man with hardly any neck, although he did have a very large mustache. Mrs. Dursley was thin and blonde and had nearly twice the usual amount of neck, which came in very useful as she spent so much of her time craning over garden fences, spying on the neighbors. (p. 1)

- 'Harry Potter and the Philosopher's Stone' - J. K Rowling



I do...

He was a big, beefy man with hardly any neck, although he did have a very large mustache. Mrs. Dursley was thin and blonde and had nearly twice the usual amount of neck, **which came in very useful as she spent so much of her time craning over garden fences, spying on the neighbors.** (p. 1)

- 'Harry Potter and the Philosopher's Stone' - J. K Rowling





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## Character description

Physical characteristics

Personality traits

Literary device (simile, personification, metaphor and so on.)

17

17

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I do...

A giant of a man was standing in the doorway. His face was almost completely hidden by a long, shaggy mane of hair and a wild, tangled beard, but you could make out his eyes, glinting like black beetles under all the hair.

- 'Harry Potter and the Philosopher's Stone' - J. K Rowling

18

18

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I do...

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19

19

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- 'Harry Potter and the Philosopher's Stone' - J. K Rowling

20

20



"He was tall, thin and very old, judging by the silver of his hair and beard, which were both long enough to tuck into his belt. He was wearing long robes, a purple cloak which swept the ground and high-heeled, buckled boots. His blue eyes were light, bright and sparkling behind half-moon spectacles and his nose was very long and crooked, as though it had been broken at least twice."

- 'Harry Potter and the Philosopher's Stone' - J. K Rowling

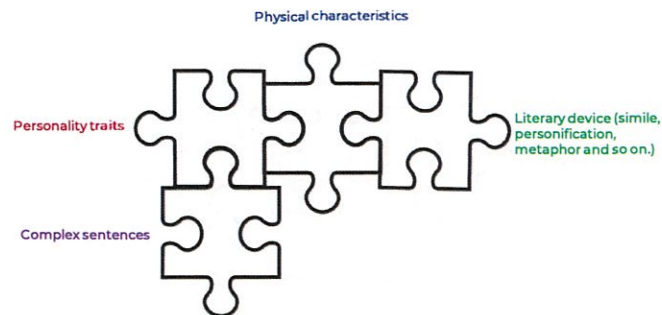


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- 'Harry Potter and the Philosopher's Stone' - J. K Rowling



### Character description



### I do...

"Lord Asriel was a tall man with powerful shoulders, a fierce dark face, and eyes that seemed to flash and glitter with savage laughter. It was a face to be dominated by, or to fight: never a face to patronize or pity. All his movements were large and perfectly balanced, like those of a wild animal, and when he appeared in a room like this, he seemed a wild animal held in a cage too small for it."

- Philip Pullman, *The Golden Compass*



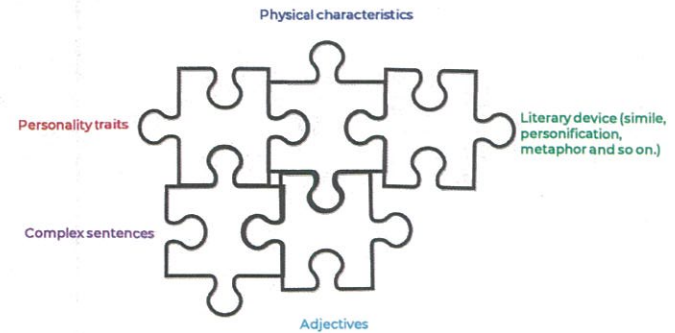


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- 'Harry Potter and the Philosopher's Stone' - J. K Rowling



### Character description



I do...

"He was most fifty, and he looked it. His hair was long and tangled and greasy, and hung down, and you could see his eyes shining through like he was behind vines. It was all black, no gray; so was his long, mixed-up whiskers. There warn't no color in his face, where his face showed; it was white; not like another man's white, but a white to make a body sick, a white to make a body's flesh crawl – a tree-toad white, a fish-belly white. As for his clothes – just rags, that was all. He had one ankle resting on t'other knee; the boot on that foot was busted, and two of his toes stuck through, and he worked them now and then. His hat was laying on the floor – an old black slouch with the top caved in, like a lid."

- Mark Twain, *The Adventures of Huckleberry Finn*



I do...

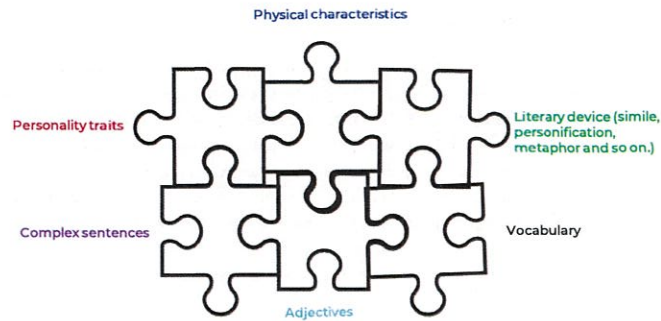
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- Mark Twain, *The Adventures of Huckleberry Finn*





## Character description



29

29

I do...

Lord Asriel was a tall man with powerful shoulders, a fierce dark face, and eyes that seemed to flash and glitter with savage laughter. It was a face to be dominated by, or to fight: never a face to patronize or pity. All his movements were large and perfectly balanced, like those of a wild animal, and when he appeared in a room like this, he seemed a wild animal held in a cage too small for it."

- Philip Pullman, *The Golden Compass*

30

30

I do...

Lord Asriel was a tall man with powerful shoulders, a fierce dark face, and eyes that seemed to flash and glitter with **savage** laughter. It was a face to be **dominated** by, or to fight: never a face to **patronize** or pity. All his movements were large and **perfectly balanced**, like those of a wild animal, and when he **appeared** in a room like this, he seemed a wild animal held in a cage too small for it."

- Philip Pullman, *The Golden Compass*

31

31

## Pause the video

Your task:

- Use Activity sheet 1: Literary description puzzle.
- Highlight key features in the two character descriptions.
- Use the puzzle to guide what you highlight.
- Write annotations around the text extracts.

32



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## Part 1: Learning about Personification










Photo by Nong Vang on Unsplash.com




1

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## Preparing for learning

-  blank paper or workbook
-  pencil or pen
-  Activity sheet 1: volcano brainstorm
-  Activity sheet 2: newflash!
-  Activity sheet 3: personification match up



2


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## Learning intention and success criteria

**Learning intention:**  
I am learning to understand personification and create my own examples.

**Success criteria:**

- I can match human characteristics with a noun.
- I can visualise what the noun and action will look like.
- I can create a sentence using the personification.
- I can include punctuation to make the sentence complete.




3

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I do...

Personification is attributing or giving human characteristics to **things**, **animals** or **abstract nouns**, (love, power, fear).



4



I do...

Noun	Example	Human characteristic	Noun
thing	The trees sighed and moaned in the wind.	Sigh and moan	tree
animal	"...the hen said to the fox."	said	hen
abstract noun	Fear was holding me tightly by the arm.	holding tightly	fear

We do...

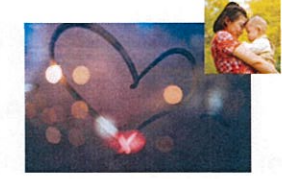
Let's look at some examples together



Clouds **marched** across the sky  
In this example, the clouds are marching.



The branches **tickled** my arms as I walked past.  
In this example, the branches are tickling.



Love **wrapped her** warm arms around me.  
In this example, love has been given arms and is seen as human.

You do...

Personification is attributing or giving human characteristics to **things**, **animals** or **abstract nouns**, (love, power, fear).



Photo by Gary Saldana on Unsplash.com

Activity task 1: volcano brainstorm  
Volcano brainstorm  
Learning intention:  
To create a brainstorm for vocabulary to describe a volcano  
To be successful I will:  
- brainstorm nouns and technical terms about a volcano  
- brainstorm adjectives to describe what you might see, hear, taste, touch and smell  
- brainstorm emotions people might have when near the volcano

Challenge: You might find a way to categorise your brainstorm vocabulary!

Volcanic ash

Volcano brainstorm

gases magma surface erupt chamber volcanic earthface steam intense lava earth rupture ejectable tremble ash spew blow shout rapid active plates



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## We do...Creating personification

The magma **scratched** the rocks .

↑ ↑  
Noun human characteristic - scratched




Photo by Gary Saldana on Unsplash.com

How can we challenge ourselves and add more description?

The magma scratched the rocks as she somersaulted towards the water.

Human characteristic - 'somersaulted' and 'she'      Adverbial "as she somersaulted towards the water"

9

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## You do

Activity sheet 2: Newsflash!

Headline:

10 word summary:

Visual representation:

10

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### Learning intention:

I am learning to understand personification and create my own examples.

### Success criteria:

- I can match human characteristics with a noun. 🔍
- I can visualise what the noun and action will look like. 🔍
- I can create a sentence using the personification.
- I can include punctuation to make the sentence complete.

11

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## You do: Personification match-up

Activity sheet 3: Personification match-up

Learning intention:  
To learn to create examples of personification.

To be successful you will:

- read the words/verbs
- match each verb with a noun
- draw lines from the noun to a human characteristic of the noun

Your turn:

Human characteristic	Noun
marched	clouds
stomped	tree branches
tiptoed	waves
cried	soil
laughed	high chair
punched	computer
giggled	console
stapped	coffee machine
held	tree roots
embraced	sand
growled	desert
smiled	forest
scratched	water
pinched	storm clouds
licked	lightening
danced	thunder
twirled	glass window
pirouetted	front door
skated	mushroom
frowned	grass

12



I do: personification sentence

tiptoed	coffee machine
cried	sand
danced	storm clouds



Photo by Tyler Nix on Unsplash.com

The **coffee machine danced** in the kitchen as it dripped coffee into the glass.

We do: personification sentence

tiptoed	coffee machine
cried	sand
danced	storm clouds



Photo by Brian Cook on Unsplash.com

**Finish these:**  
 The storm clouds...  
 The tears poured...  
 Feeling despondent, the clouds...

We do: personification sentence



Photo by Brian Cook on Unsplash.com

The **storm clouds cried** as they drifted away from the beach.

The tears poured from the **storm cloud** as it **missed its friends**.

**Feeling despondent**, the **storm clouds cried his last tears** into the endless water.

You do: Personification match-up

Your task:

1. Choose a pair
2. Compose a sentence with both human characteristic and noun
3. Add description some more complex word choices to make it interesting
4. Check to make sure it makes sense
5. Make a between 3 and 5 sentences.

Activity sheet 3: Personification match-up

**Learning intention:**  
 To learn to create examples of personification

**The essential skills:**

- Read the instructions.
- Select the correct matches from the list.
- Write the full name for a human characteristic of the noun.

Your task:

Human characteristic	Noun
marched	clouds
stomped	tree branches
tiptoed	waves
cried	soil
laughed	high chair
punched	computer
giggled	console
slapped	coffee machine
held	tree roots
embraced	sand
growled	desert
smiled	forest
scratched	water
pinched	storm clouds
licked	lightening
danced	thunder
twirled	glass window
pirouetted	front door
skated	mushroom
frowned	grass



## Reflect

### Learning intention:

I am learning to understand personification and create my own examples.

### Success criteria:

- I can match human characteristics with a noun.
- I can visualise what the noun and action will look like.
- I can create a sentence using the personification.
- I can include punctuation to make the sentence complete.

## Next: Part 2 - Personification in text



Photo by Nong Vang on Unsplash.com



# Activity sheet 1: volcano brainstorm

## Learning intention:

To create a brainstorm of vocabulary to describe a volcano

## Success criteria

- I can add technical terms.
- I can add sophisticated adjectives and verbs.
- I can use my senses to brainstorm vocabulary.
- I can use my background knowledge to help.
- I can use research to add ideas.

## Volcano brainstorm:





# Activity sheet 2: Newsflash!

<p><b>Headline:</b> (Something short and sharp that will grab the reader)</p>	
<p><b>Summary</b> No more than ten words.</p>	<p><b>Visual Representation</b> An image of what personification might look like.</p>

# Activity sheet 3: Personification match-up

To be successful I will:

- read the examples
- visualise which matches make sense
- draw a line from the noun to a human characteristic of my choice.

marched	clouds
stomped	tree branches
tiptoed	waves
cried	soil
laughed	high chair
punched	computer
giggled	console
slapped	coffee machine
held	tree roots
embraced	sand
growled	desert
smiled	forest
scratched	water
pinched	storm clouds
licked	lightening
danced	thunder
twirled	glass window
pirouetted	front door
skated	mushroom
frowned	grass





## Activity sheet 3: Personification match-up (Modified)

To be successful I will:

- read the examples
- visualise which matches make sense
- draw a line from the noun to a human characteristic of my choice.

Tip: you can cut these out and attempt different matches to find one I am happy with.

Noun	Human characteristic
sun	pinched
sword	hugged
jumper	swallowed
lounge	hid
dog	stomped
bag	cried
guitar	giggled

My favourite match:

Why do you like it the most?

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# Year 5 and 6

## Exploring simile





Photo by Nong Vang on Unsplash.com



1

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# I do...

**Dreams**

Hold fast to dreams  
 For if dreams die  
 Life is a broken-winged bird  
 That cannot fly.

Hold fast to dreams  
 For when dreams go  
 Life is a barren field  
 Frozen with snow.





Langston Hughes – 1902-1967




2

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## Preparing for learning

-  blank paper or workbook
-  pencil or pen
-  Activity sheet 1: What is and isn't a simile
-  Activity sheet 2: Using images to create similes.




3


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## Learning intention and success criteria

**Learning intention:**  
 I am learning about what a simile is.

**Success criteria:**

- I can define what a simile is in my own words 
- I can create examples and non-examples of simile
- I can brainstorm some similes to match an image.



4



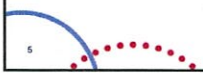
I do...

### Literary device- Simile

A figure of speech that compares two usually dissimilar things.

The comparison uses *like*, *as...as* or *as if*.

NSW K-10 English syllabus glossary, 2012



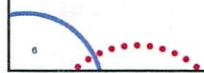
5

I do...

like...

as... as...

as if...



6

We do...

### Simile

- as busy as a bee.
- as blind as a bat.
- as black as coal.
- as brave as a lion.
- as strong as an ox.
- slept like a log.



7

You do...

### Familiar examples

- **as slow as** a ...
- **as fast as** a ...
- She ran **like** ...
- The kite flew **as if**...



8

We do...

### Predictable similes

- as slow as a **snail**.
- as fast as a **cheetah**.
- She ran **like the wind**.
- The kite flew as if **a bird**.



You do...




What is a simile?



### Learning intention and success criteria

**Learning intention:**  
I am learning about what a simile is.

**Success criteria:**

- I can define what a simile is in my own words
- I can create examples and non-examples of simile 
- I can brainstorm some similes to match an image.



You do...

What is a simile?

What isn't a simile?





You do...

### What is a simile?

The pillow was as soft as snow.

### What isn't a simile?

The pillow was very soft.

13



13

You do...

### What is a simile?

The pillow was as soft as snow

### What isn't a simile?

The pillow was very soft.

14



14

You do...

### What is a simile?

The pillow was as soft as snow

Her skin was smooth like silk.

### What isn't a simile?

The pillow was very soft.

Her skin was smooth.

15



15

### Pause the video

Your task:

- use Activity sheet 1: What is and isn't a simile
- Think of some similes you might have heard before that use "as...as" or "like" or "...as if".
- Think about a way to write your simile so that it is NOT an example of a simile



16

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## Learning intention and success criteria

**Learning intention:**  
I am learning about what a simile is.

**Success criteria:**

- I can define what a simile is in my own words
- I can find some examples and non-examples of simile
- I can brainstorm some similes to match an image. 🔍

17



17

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## You do...





Photo by britt gaiser on Unsplash

18



18

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## You do...





Photo by britt gaiser on Unsplash

nouns

adjectives

verbs

19



19

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## You do...





Photo by britt gaiser on Unsplash

20



20



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You do...

Fly as if a kite!





Photo by britt gaiser on Unsplash



21

21

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You do...

Fly like a kite!




Photo by britt gaiser on Unsplash



22

The hills were as green as...

22

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You do...

Fly like a kite!





Photo by britt gaiser on Unsplash



23

The hills were as green as emeralds.


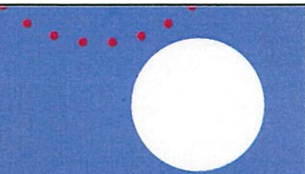
23

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Pause the video

Your task:

- use Activity sheet 2: Using images to create similes.
- Brainstorm as many similes as you can using the images to guide you.



24

24

I do...

**Dreams**

Hold fast to dreams  
For if dreams die  
Life is a broken-winged bird  
That cannot fly.

Hold fast to dreams  
For when dreams go  
Life is a barren field  
Frozen with snow.

Langston Hughes – 1902-1967



Photo by Nong Vang on Unsplash.com





# Activity sheet 1: What is and isn't a simile?

Read the following tasks and type or write your answers under the headings:

- Think of some similes you might have heard before that use “as...as”, “like” or “...as if”.
- Think about a way to write your simile so that it is NOT an example of a simile

## What is a simile?

## What isn't a simile?

# Activity sheet 2: Using images to create similes

## Your task:

Use the image to complete the following tasks:

- Brainstorm vocabulary to match with the image (nouns, adjectives, verbs)
- Create similes using your vocabulary.



Photo by Britt Gaiser on Unsplash



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# Year 5 and 6

## What is a metaphor?






Photo by Nong Vang on Unsplash.com



1

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# Life is a journey.




2

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## Preparing for learning

-  blank paper or workbook
-  pencil or pen
-  Activity sheet 1: Newsflash!
-  Activity sheet 2: Venn diagram



3


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## Learning intention and success criteria

**Learning intention:**  
I am learning to understand what a metaphor is.

**Success criteria:**

- I recognise the important features of a metaphor.
- I can brainstorm some vocabulary to demonstrate how two things are being connected.
- I can make my own creative summary of what a metaphor is.
- I can explain the difference between metaphor and simile.



4

## Learning intention and success criteria

### Learning intention:

I am learning to understand what a metaphor is.

### Success criteria:

- I recognise the important features of a metaphor.
- I can brainstorm some vocabulary to demonstrate how two things are being connected.
- I can make my own creative summary of what a metaphor is.
- I can explain the difference between metaphor and simile.

5



5

I do...

## Metaphor

A resemblance between one thing and another and is declared by suggesting that one thing is another, for example 'My fingers are ice'. Metaphors are common in spoken and written language and visual metaphors are common in still images and moving images.

NSW K-10 English syllabus glossary, 2012

6



6

I do...

An author uses a metaphor to create a connection between two things to help a reader visualise an idea.

**She is the sun.**

The reader connects the person with all the attributes of the sun, such as **bright**, **warm** and **caring** or it could be **harsh** and **burning**.

The reader would need to use context clues.

7



7

I do...

Eyes are the windows to the soul.

The sound of rain was music to my ears.

Love is a battlefield.

The exam was a piece of cake.

That toddler is one smart cookie.

She has the strength of an ox.

8



8



I do...

Eyes are the windows to the soul.  
The sound of rain was music to my ears.  
Love is a battlefield.  
The exam was a piece of cake.  
That toddler is one smart cookie.  
She has the strength of an ox.



9

I do...

**Eyes** are the **windows** to the soul.  
The **sound of rain** was **music** to my ears.  
**Love** is a **battlefield**.  
The **exam** was a **piece of cake**.  
That **toddler** is one **smart cookie**.  
**She** has the **strength of an ox**.



10

I do...

Metaphors are closely connected to a simile.  
Both show a relationship between two things.  
A metaphor moves beyond comparing and says one thing **IS** the other.  
The two things are the same, not just similar.  
**She is the sun!**



11

I do...

Metaphors are not literal, they are a way for authors to create an image of something that is extremely unlikely.



12

I do...

He is a pig!  
Her heart is a glass bottle.  
Fear was a vice on my heart.

13



13

I do...

He **is** a pig!  
Her heart **is** a glass bottle.  
Fear **was** a vice on my heart.

14



14

### Learning intention and success criteria

**Learning intention:**

I am learning to understand what a metaphor is.

**Success criteria:**

- I recognise the important features of a metaphor.
- I can brainstorm some vocabulary to demonstrate how two things are being connected. 🔍
- I can make my own creative summary of what a metaphor is.
- I can explain the difference between metaphor and simile.

15



15

We do...

**He is a pig!**  
**Her heart is a glass bottle.**  
**The fear was a vice on my heart.**

16



16



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We do...

**He is a pig!**

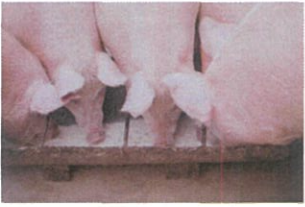



Image sourced from unsplash.com

17




17

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We do...

**He is a pig!**

18




18

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**He is a pig!**

- selfish
- gluttonous
- dirty
- muddy
- unpleasant
- greedy
- Dirt-encrusted
- disorderly
- vulgar
- gorging

19





19


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We do...

**Her heart is a glass bottle.**



20



20

We do...

Her heart was a **glass bottle**.

21



21

Her heart was a **glass bottle**.

- contained
- trapped
- fragile
- breakable
- protected
- transparent
- clear
- reusable
- safe
- vulnerable

22



22

We do...

**Fear** was a **vice** on my heart.

23



23

**Fear** was a **vice** on my heart.

- bound
- unforgiving
- restrained
- unmovable
- choking
- tight
- enveloping
- paralysing
- still
- trapped

24



24



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## Learning intention and success criteria

**Learning intention:**  
I am learning to understand what a metaphor is.

**Success criteria:**

- I recognise the important features of a metaphor.
- I can brainstorm some vocabulary to demonstrate how two things are being connected.
- I can make my own creative summary of what a metaphor is. 🔍
- I can explain the difference between metaphor and simile.

25



25

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You do...

## Newsflash!

Headline:	
10 word summary	Visual representation

26



26


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## Pause the video

Your task:

- Use Activity sheet 1: Newsflash!
- Create a short, sharp headline that is catchy for the reader.
- Create a 10 word summary about what a metaphor is.
- Draw a visual representation of a metaphor.

27



27

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## Learning intention and success criteria

**Learning intention:**  
I am learning to understand what a metaphor is.

**Success criteria:**

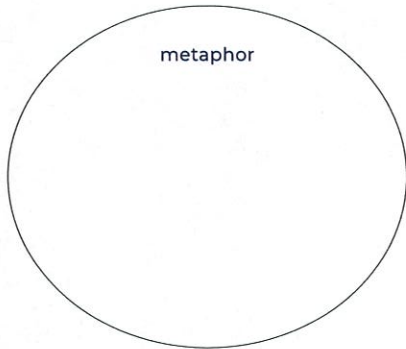
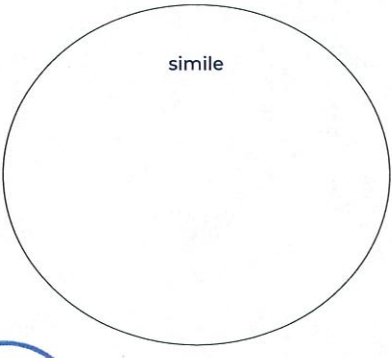
- I recognise the important features of a metaphor.
- I can brainstorm some vocabulary to demonstrate how two things are being connected.
- I can make my own creative summary of what a metaphor is.
- I can explain the difference between metaphor and simile. 🔍

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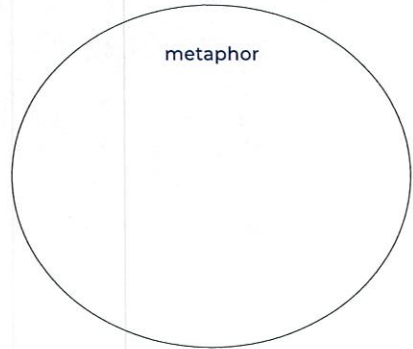
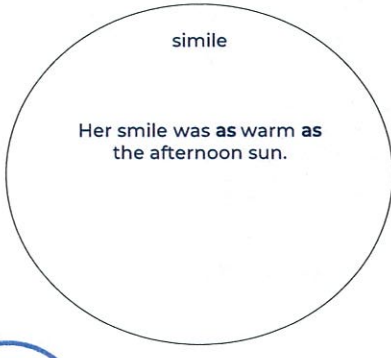


28

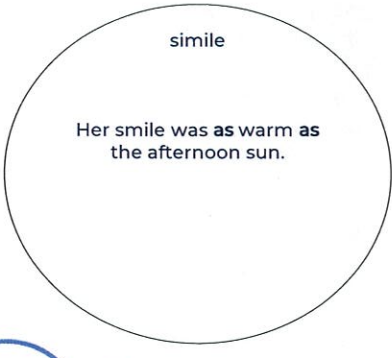
You do...



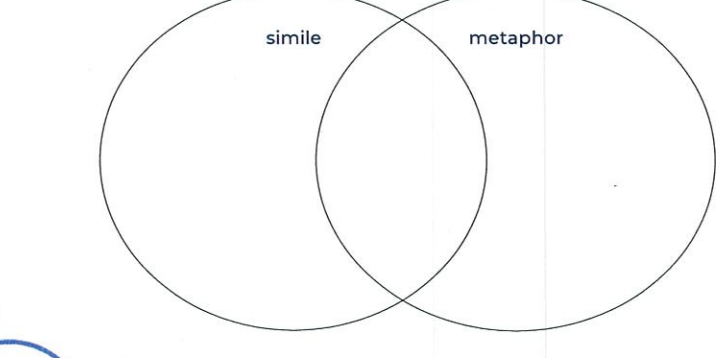
You do...



You do...



You do...




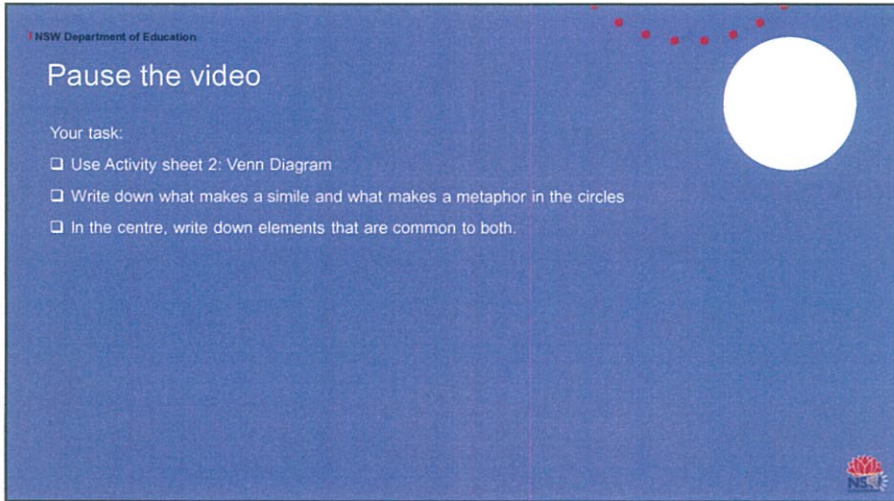


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## Pause the video

Your task:

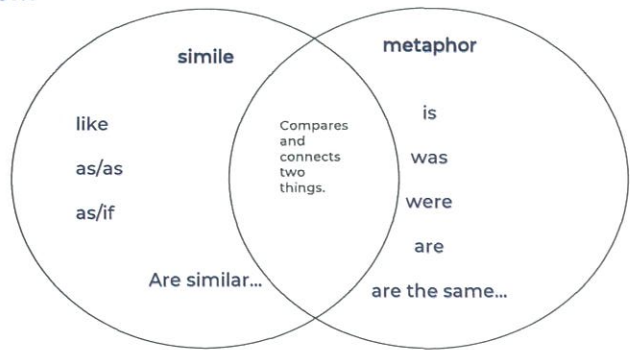
- Use Activity sheet 2: Venn Diagram
- Write down what makes a simile and what makes a metaphor in the circles
- In the centre, write down elements that are common to both.



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## You do...



**simile**


like  
as/as  
as/if  
Are similar...

**metaphor**

is  
was  
were  
are  
are the same...

Compares and connects two things.


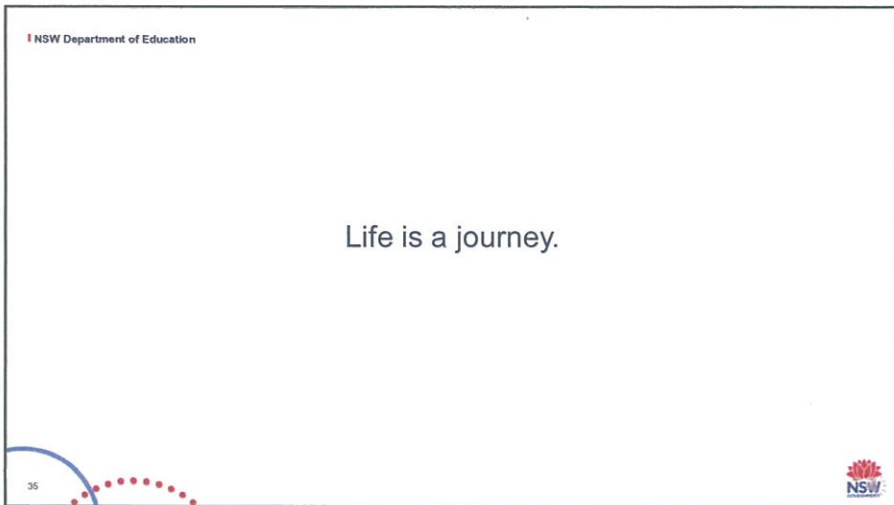
34



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Life is a journey.



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Photo by Nong Vang on Unsplash.com



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# Activity sheet 1: Newsflash!

## Your task

Create a Newsflash graphic organiser on your understanding on metaphor

- Create a short, sharp headline that is catchy for the reader.
- Create a 10-word summary about what a metaphor is.
- Draw a visual representation of a metaphor.

Headline:

Write a 10 word summary of what a metaphor is.

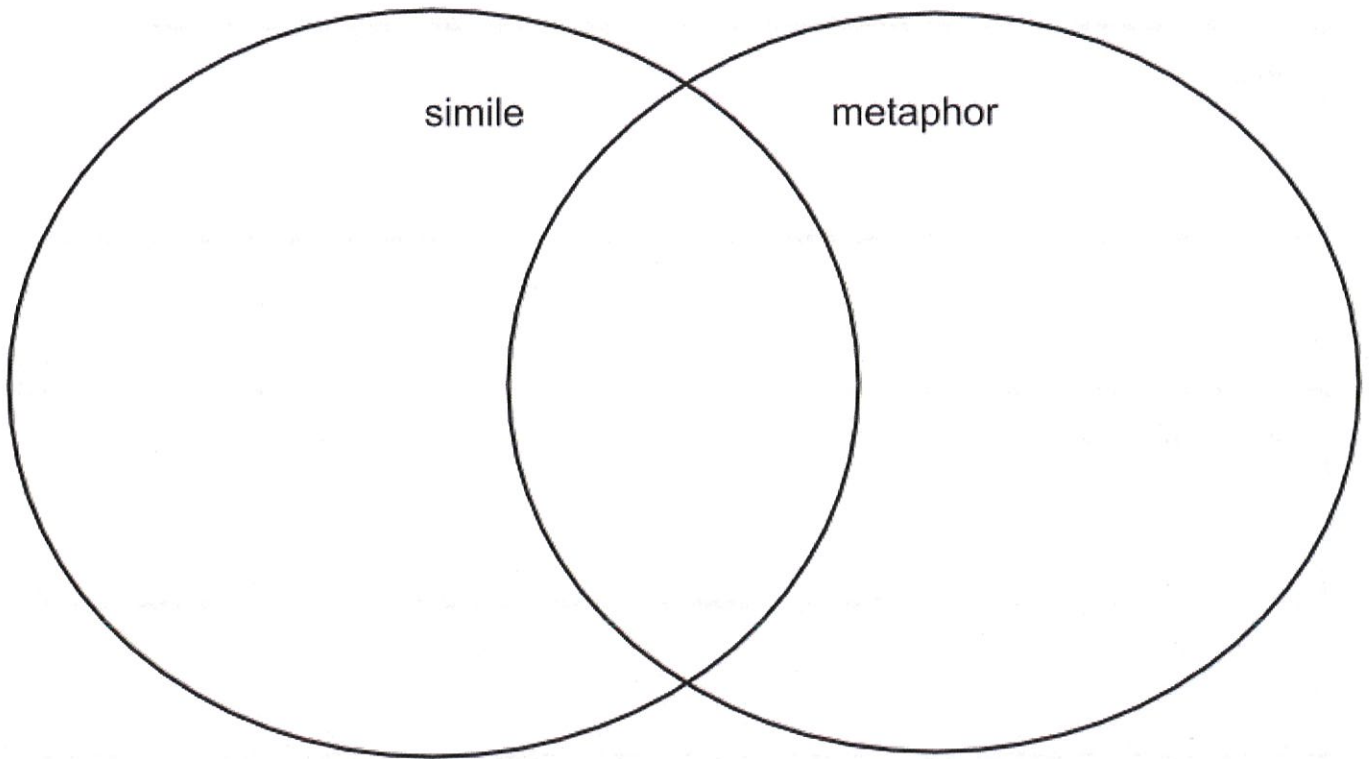
Draw a visual representation of a metaphor.



# Activity sheet 2: Venn diagram

## Your task

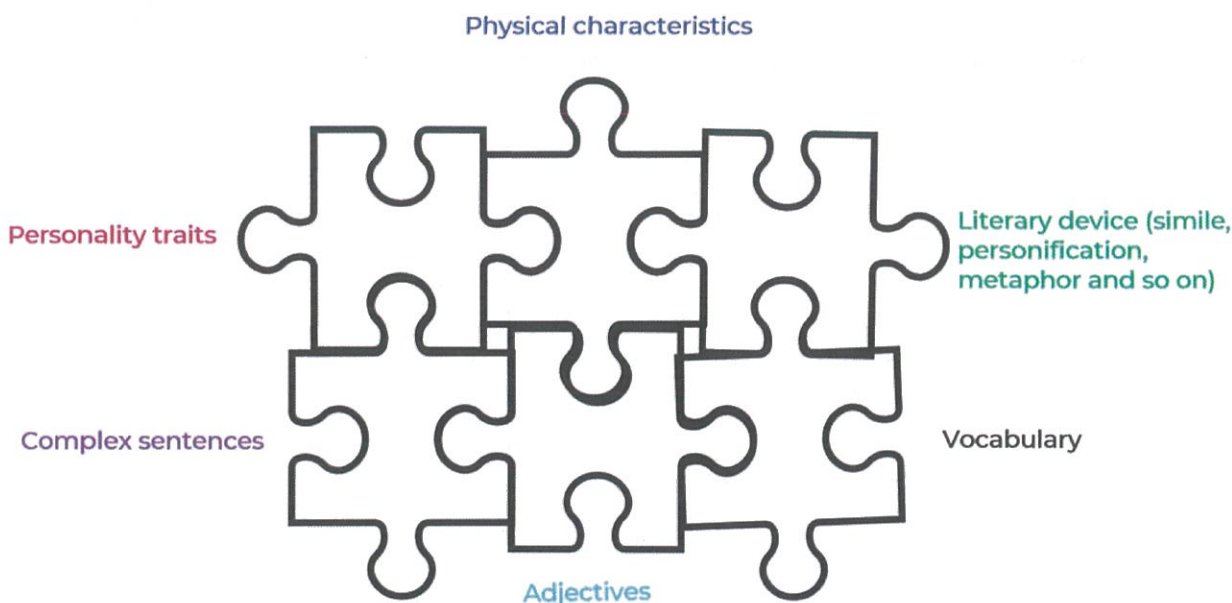
- Fill in the characteristics of a simile.
- Fill in the characteristics of a simile.
- Determine the similarities between them in the centre section.



# Activity sheet 1: Literary description puzzle

## Your tasks

- ❑ Highlight key features in the two character descriptions.
- ❑ Use the puzzle to guide what you highlight.
- ❑ Write annotations around the text extracts.



## Text extract 1

A black shadow dropped down into the circle. It was Bagheera the Black Panther, inky black all over, but with the panther markings showing up in certain lights like the pattern of watered silk. Everybody knew Bagheera, and nobody cared to cross his path, for he was as cunning as Tabaqui, as bold as the wild buffalo, and as reckless as the wounded elephant. But he had a voice as soft as wild honey dripping from a tree, and a skin softer than down.

Rudyard Kipling, The Jungle Books

## Text extract 2

My brother Ben's face, thought Eugene, is like a piece of slightly yellow ivory; his high white head is knotted fiercely by his old man's scowl; his mouth is like a knife, his smile the flicker of light across a blade. His face is like a blade, and a knife, and a flicker of light: it is delicate and fierce, and scowls beautifully forever, and when he fastens his hard white fingers and his scowling eyes upon a thing he wants to fix, he sniffs with sharp and private



concentration through his long, pointed nose...his hair shines like that of a young boy—it is crinkled and crisp as lettuce. (p. 135)

'Look Homeward, Angel' by Thomas Wolfe (Simon & Schuster, 1995, originally published 1929)

## Text extract 3

This hobbit was a very well-to-do hobbit, and his name was Baggins. The Bagginses have lived in the neighbourhood of The Hill for time out of mind, and people considered them very respectable, not only because most of them were rich, but also because they never had any adventures or did anything unexpected: you could tell what a Baggins would say on any question without the bother of asking him. This is a story of how a Baggins had an adventure, and found himself doing and saying things altogether unexpected. He may have lost the neighbours' respect, but he gained – well, you will see whether he gained anything in the end.

The mother of our particular hobbit – what is a hobbit? I suppose hobbits need some description nowadays, since they have become rare and shy of the Big People, as they call us. They are (or were) a little people, about half our height, and smaller than the bearded dwarves. Hobbits have no beards. There is little or no magic about them, except the ordinary everyday sort which helps them to disappear quietly and quickly when large stupid folk like you and me come blundering along, making a noise like elephants which they can hear a mile off. They are inclined to be fat in the stomach; they dress in bright colours (chiefly green and yellow); wear no shoes, because their feet grow natural leathery soles and thick warm brown hair like the stuff on their heads (which is curly); have long clever brown fingers, good-natured faces, and laugh deep fruity laughs (especially after dinner, which they have twice a day when they can get it). “

'The Hobbit' by J.R.R Tolkien

## Text extract 4

Look, I didn't want to be a half-blood.

If you're reading this because you think you might be one, my advice is: close this book right now. Believe whatever lie your mom or dad told you about your birth, and try to lead a normal life.

Being a half-blood is dangerous. It's scary. Most of the time, it gets you killed in painful, nasty ways. If you're a normal kid, reading this because you think it's fiction, great. Read on. I envy you for being able to believe that none of this ever happened. But if you recognize yourself in these pages – if you feel something stirring inside – stop reading

immediately. You might be one of us. And once you know that, it's only a matter of time before they sense it too, and they'll come for you.

Don't say I didn't warn you.

My name is Percy Jackson.

I'm twelve years old. Until a few months ago, I was a boarding student at Yancy Academy, a private school for troubled kids in upstate New York.

Am I a troubled kid?

Yeah. You could say that.

- Percy Jackson and The Lightning Thief (Book 1) 2013 Penguin



# Learning From Home- Year 5/6, Week 1

## Physical World

### Native Australian Animals



<p>Research a native Australian Animal. Write an information report on your chosen animal.</p>	<p>Design and make a habitat for a Native Australian Animal. Use resources you have at home and in the backyard. Take photos of the habitat or write a description about it. Include the materials you used.</p>	<p>Research if there are any Dreaming Stories about your chosen native. Retell the story. You can either video yourself retelling the story, draw a story map, write a recount about it.</p>	<p>Write a description of your chosen native Australian Animal. Ask a family member to guess what the animal is from reading your description.</p>
<p>Create an artwork of your chosen native Australian Animal.</p>	<p>Create a children's story using a native Australian Animal as the main character.</p>	<p>Write a letter to the local government telling them why it's important to protect these native animals and their habitats.</p>	<p>You are a worker at the Australian Reptile Park. Which animal would you work with and why? What do you think a day working at the Reptile Park would be like?</p>
<p>Research if any Australian Animals are on the endangered species list.</p>	<p>Create an Aboriginal artwork using your researched Australian Native Animal as the outline.</p>	<p>Attempt to draw this cartoon Koala. <a href="https://www.youtube.com/watch?v=hAstcVv9lfl">https://www.youtube.com/watch?v=hAstcVv9lfl</a></p>	<p>How many native Australian snakes are on the most venomous snakes list. What number are they on the list and what is their name?</p>
<p>Create a poster explaining what a marsupial is.</p>	<p>Write a persuasive text about whether Native Australian Animals should be kept in captivity or not.</p>	<p>Write down what you've enjoyed learning about Native Australian Animals.</p>	<p>Did you know that a Quokka's babies are called joeys? How many other animals young are called joeys?</p>

You can log onto your families Facebook and watch the programs the Australian Reptile Park have to offer this week to assist with your learning

**LIVE STREAMS & EDUCATIONAL VIDEOS**  
**MONDAY 12 JULY - FRIDAY 16 JULY 2021**

**AUSTRALIAN REPTILE PARK**  
Live streams  
**2PM DAILY**  
*(Australian Eastern Standard Time)*

**MONDAY:** KOMODO DRAGON

**TUESDAY:** KOALAS

**WEDNESDAY:** FEEDING ELVIS THE SALTWATER CROCODILE

**THURSDAY:** VENOMOUS SNAKE MILKING

**FRIDAY:** DINGO PUPPIES

**ANIMAL TALES WITH TIM FAULKNER**  
Educational videos for school kids  
**10AM DAILY**  
*(Australian Eastern Standard Time)*

**MONDAY:** QUOKKAS

**TUESDAY:** TASMANIAN DEVIL LIFE CYCLE

**WEDNESDAY:** TAWNY FROGMOUTHS

**THURSDAY:** QUOLLS

**FRIDAY:** ECHIDNAS

### Dreaming Stories

<https://www.youtube.com/watch?v=0y3Ta5xcKV4>

<https://www.youtube.com/watch?v=8sWFAGGWvUA&t=43s>

<https://www.youtube.com/watch?v=T8RA7-yktM0>

### Australian Reptile Park

<https://www.reptilepark.com.au/>

### Marsupials

<https://australian.museum/learn/species-identification/ask-an-expert/what-is-a-marsupial/>