

Fix It!

Play by [Mark Konik](#) | illustrated by [Vivienne To](#)

[EN2-4A](#) | [ACELY1692](#)

Design an invention for the household that is unnecessary but marvellous and **persuade** Deb to agree to let Sam build it.

Read the play as a class. Ask the class if they thought Sam was helpful. Explain that he wasn't helpful to Deb, as he didn't do what she asked. However, he did come up with some amazing inventions.

The word of the month, 'marvel' can be found on the contents page of the magazine. Ask students if they know the definition of the word. They can look it up in the dictionary or use an [online dictionary](#) to confirm their answers. Write a list on the board of suffixes for marvel e.g. marvels, marvelled, marvelling, marvellous.

Ask the class that even if Sam's inventions were unhelpful, were they marvellous? They made things a little bit easier (like opening the cutlery drawer) or fun (like coloured lights in the oven).

Ask students to brainstorm other things that might be marvellous in a common household, such as:

- a steam-powered popcorn machine for the bathroom
- a mini vegetable patch in the living room
- a contraption that unpacks the dishwasher

Students are to imagine they are designing something new for Sam to work on. They are to do an annotated sketch of their design, explain the different parts and how it would work. They must also explain why their invention is marvellous, and why Deb should agree to let Sam build it in her home.

There is a short YouTube video on [How to Annotate my Design Ideas?](#) which, while for a different project, might help students think about what to add on their annotations. The most important annotations included in the video are:

- materials used
- size and dimensions
- colours
- how it's made

Students should also include how their design works and where it goes in the house.

Underneath their design, students are to write how Sam could pitch this idea to Deb. Ask them what Sam could say that might convince Deb to let him install their invention. As well as explaining its function, brainstorm positive adjectives that might persuade Deb, such as "fantastic", "marvellous", "stunning", "magnificent" or even fake words such as "wonderiforous." The point of this part is to sell the idea, so students should aim to make their explanation as vibrant and exciting as possible.

Success criteria:

- sketches a clear design
- includes informative annotations including materials, sizing and how it works
- uses persuasive language with positive adjectives

Eyesore-osaur

Poem by [Bill Condon](#) | illustrated by [David Legge](#)

[EN2-2A](#) | [ACELT1606](#)

Create nonsense dinosaurs in the style of the poem.

Read the poem as a class. Ask students why the poem is humorous. Explain that turning common words into dinosaur-sounding words makes the poem nonsensical and provokes playful images in the reader's head. Note to students that some of the dinosaur words rhyme with dinosaur (e.g. Ignore-osaur, Bore-osaur, Jigsaw-osaur) but others don't. Explain that Jigsaw-osaur is especially ridiculous because "saw" and "saur" are homophones (words that sound the same but are spelt differently) so when said aloud the sound is doubled.

If you have a digital subscription, complete the [Match the Dinosaur to its Name activity](#)

Write the root words of the dinosaur on the board:

Ignore

Bad breath

Crook

Bore

Brag

Umbrella

Jigsaw

Ask students whether each word is a noun (person/place/thing/animal) or verb (doing word) in the context of the poem. Answers below.

Ignore – verb

Bad breath – noun

Crook – noun

Bore – noun or verb

Brag – noun or verb

Umbrella – noun

Jigsaw – noun

Students get into groups of four. Each group should have a piece of A3 paper to complete a placemat, where they individually brainstorm their own ideas then choose the best ideas as a group (more about placemats can be found at the webpage [Placemat](#)). Students are to come up with new dinosaur names. Encourage them to think up other nouns or verbs that work with 'osaur'. The word can rhyme with 'saur' or not. Once students have had time to individually write their ideas, they can discuss their words with their group and choose the best ones to go in the middle of the placemat.

Individually, students choose one of the names from the placemat to draw a picture of what that dinosaur would look like and how it would behave. When the activity is complete, students can do a [gallery walk](#) to see each other's drawings.

Similes and invented words

Similes often use 'like' or 'as' to compare one thing to another. Practise using similes in the activity below. Then fire up your imagination to come up with your own newly-invented dinosaur names.

PART A

Think of a suitable ending for these similes.

The dinosaur was as big as a	
His teeth were as sharp as	
The dinosaur was as hungry as a	
She was running like a	
They are roaring like	
The dinosaur egg is as white as	

PART B

Can you invent funny names for these dinosaurs?

One who cries a lot _____

One who is always itchy _____

One who likes desserts _____

One who likes to sing _____

One who never washes _____

One who is scared _____

PART C

Now create your own dinosaur. The first one has been done for you.

Angry dinosaur	Name: Grumpy-osaur
	Name:
	Name:
	Name:

Making Perfect Scents

Story by [Geoffrey McSkimming](#) | illustrated by [Peter Sheehan](#)

[EN2-10C](#) | [ACELT1605](#)

Identify how the author's choices in terms of dialogue and action helps portray the character of Vern.

After reading the story aloud, have a class discussion about their initial impressions of Vern. What kind of character is he? What clues in the text tell us this? Answers could include capable (as he can steer the ship), artistic (as he's painting), prepared (as he thought to bring his paints along).

Reread the following part of the text:

All of the colours had been squirted onto the canvas by Vern, as part of his new hobby. He had decided that he wanted to be an artist in his spare time.

Ask students what this extract tells us about Vern. Encourage them to think about the words "new hobby" and "his spare time". Do students think Vern perhaps changes hobbies often? Is he the sort of character to start a new hobby, get bored of it then try something else? Do they think he's good at painting? For reference, they can examine how Jools reacts to his work.

In pairs, students search the text for more of Vern's actions and dialogue. They are to find at least five examples of either action or dialogue to analyse. Ask students why the author chose to have Vern say or do these things. Encourage them to think about the way Vern speaks, how he says things and why he says them. They are to write their answers in a table.

An example table is below.

Extract from the text	What this tells us about Vern
'I read somewhere that great art can't happen quickly. So therefore the longer this takes, the better it should be.'	He reads non-fiction. He's patient. He believes in himself.
'I'll just turn off our autopilot and take charge again.' He pressed a few buttons, lowered a couple of levers and then, gently turning the wide wooden steering wheel, guided the <i>Cumulus</i> to starboard.	He's capable of steering the ship. The word "gently" tells us that he's good at his job, and calm when he flies the ship.
'Yes indeed, madam,' said Vern.	He's polite - and possibly in the service of Jools.
'Mm-mm,' said Vern. 'Sounds like a good flavour for custard too. How I'd love to try that.' Jools rolled her eyes—Vern would like to try every new concoction of custard that existed and had yet to exist. He was that sort of meerkat.	He enjoys food, especially custard.
'Now, where did I put my backpack?' he wondered, frantically snouting about underneath the two-sided computer desk that he and Jools shared.	He's either messy or absent-minded. Not knowing where his backpack is, and frantically searching for it, suggests he might leave things lying about.

In pairs, students share their findings with the class. Discuss whether others had the same idea, or whether anyone had opposing ideas. Explain that there are no wrong answers, as long as they're using the text to back up their arguments.

Fork Ready? Time for Pasta

Article by Karen Jameyson | illustrated by [Kerry Millard](#) | Photos by Dreamstime

EN2-3A | ACELY1697

Use digital technology to **create** a timeline for the history of pasta.

Read through the article as a class. Draw a horizontal line on the board. Mark it with 2000 BCE, 700 CE, a question mark (which will be replaced with a date later), 1800 CE and a second question mark. Explain this is a timeline. Ask students to use the text to figure out what event goes at what time. You may have to explain the concept of BCE and CE. A short and simple explanation can be found at Kiddle's page on [Common Era](#). Explain that with BCE, the numbers count down, while with CE, the numbers count up. Invite students up to write what happened at each point on the timeline.

Answers:

2000 BCE – Millet noodles were believed to be used in China

700 CE – Arabs got the idea of pasta from China but used semolina instead

? – Arabs invaded Sicily and brought pasta with them

1800 CE – Pasta factories arrived

? – Dried pasta was taken all over the world

Ask students how they can replace the question mark with a year. Encourage them to research online and find out.

Answers:

Arabs invaded Sicily in 827 CE–902 CE.

Dried pasta was taken across the world – 1300s (Found at Life in Italy's [History of Pasta](#)).

Students are to use the timeline on the board to create a digital timeline using a program such as PowerPoint or Prezi. Within their digital timeline, the dates should link to other slides with pictures or information about what was happening at that time.

Note: Due to the span of time covered, the timeline will not have equal spacing between years.

To learn how to create a timeline on Prezi, watch the YouTube video [A Timeline on Prezi](#).

To learn how to create a timeline on PowerPoint, watch the YouTube video on [How to make a timeline](#). The first minute of the video will give students instructions for a simple timeline. Extension students might like to watch the rest of the video for a more detailed timeline. Once the timeline is created, students add new slides with visuals and information about what was happening in the world of pasta during that specific time period.

To create hyperlinks for different PowerPoint slides in the same presentation:

- highlight the text you want to add a hyperlink (which will be the date on the timeline)
- go to "Insert" then "Link"
- in the pop-up box, click on "Place in this document" then click on which slide you want to link to
- click "Ok"

Now students should have an interactive presentation, where they can click on dates in the timeline to take them to slides with more detail.

Comprehension questions

Answer the following questions in full sentences, using information from the text to support your responses.

1. How much pasta is produced every year?

2. What are the three main ingredients of plain pasta? What can be used to flavour the pasta?

3. Give three reasons why pasta is such a popular food?

4. Explain how the fork became a popular tool for eating with.

5. How did pasta end up in Australia?

6. Can people who are unable to eat wheat still eat pasta? How?

Royal Goldfish

Poem by Jesse Anna Bornemann | illustrated by [Aśka](#)

[EN2-8B](#) | [ACELA1496](#)

Create a caption by examining the placement and salience of an illustration.

Before reading the poem, write the following words on the board:

SALIENCE

PLACEMENT

CAPTION

Ask students to have a go at defining each term. Once they've attempted a definition, have them write the below definitions in their books:

SALIENCE – the most noticeable part

PLACEMENT – where the subject is placed in relation to other objects

CAPTION – a piece of text explaining an image

Display the illustration for Royal Goldfish without the poem – see following page. Ask students what stands out the most, the most salient part of the image. Ask what else they notice about the goldfish. Encourage them to look at the goldfish's expression, the body language, the ring and crown. Students write down what the goldfish might be thinking or doing. Answers may include royalty, poshness, showing off, getting married.

Ask students about the placement of the goldfish. Ask why they think it appears much larger than the castle and is in the middle. Students may recognise it marks the goldfish's importance. Explain that the two small creatures looking up are placed below the goldfish to show they aren't as important. Ask what it might mean that there is also something above the goldfish looking down. Question whether it might

Royal Goldfish

poem by Jesse Anna Bornemann | illustrated by Aśka



mean danger, or that someone is more important than the goldfish. Students write down their thoughts.

Ask students to caption the illustration. It can be a funny caption or even a meme format (more information can be found at Lifewire's [What is a Meme?](#)), if they know how to do that. Give some examples to assist, such as:

- They don't call me GOLDFish for nothing.
- Just another day in the office.
- Enemies? Whatever. They'll be blinded by the bling of my ring. (This would be done in meme formatting, with the first two lines at the top of the image and the last line at the bottom.)

Students write their own caption. They can work in partners if they wish.

Now read the poem aloud as a class. After a close examination of the image, could students anticipate the text? Ask if anyone was surprised at the subject matter, or if they knew what was coming.

Visit the illustrator's online [gallery](#). Individually, students choose an appropriate image to study and create their own caption for. Suggested images are:

- [School Crossing! Crock-style](#)
- [A freedom-seeking young adventurer](#)
- [Polar holiday](#)
- [Musical vegetables](#)
- [Quick escape](#)
- Anything from the [Book Illustrations](#) page

Students must do the same thing as before, identifying the salience and considering placement, writing these things in their book before brainstorming captions and deciding on the best one.

Dogs are Intelligent Enough to Play Pass the Parcel

Story by Kesta Fleming | illustrated by [Kerry Millard](#)

[EN2-2A](#) | [ACELY1694](#)

Write the scientific method for the previous experiment mentioned in the text.

Read the story as a class. Ask students to discuss if they think this is a fiction or non-fiction text. Questions to prompt discussion:

- how is the text structure?
- does it use scientific language?
- is it believable?
- what is the purpose of the text?

Explain that the purpose of the text is to entertain rather than inform, and that the events in the text are invented. This makes the text fiction, with the non-fiction structure adding a unique element to the text.

Reread point three under the 'Results' subheading aloud, where it mentions that a previous experiment was titled 'Dogs have compassion'. Tell students that they will be writing this scientific method as if they were Marlow Brown, the narrator of 'Dogs are Intelligent Enough to Play Pass the Parcel'.

Ask the class what compassionate means (feeling or showing sympathy or concern for others). Ask students how Marlow might have gone about testing whether Rockstar was compassionate. They can use the original text for ideas - the note that Rockstar howls when little kids cry suggests Marlow explored that avenue during the experiment. Answers may include: waiting at the park with Rockstar to see how he reacted when kids cried, Marlow crying on and off during various occasions and noting what Rockstar did, keeping a daily feelings journal that corresponds with Rockstar's behaviour.

Once students have individually decided how Marlow completed the experiment, view the YouTube video [The Steps of the Scientific Method for Kids](#) to get a quick explanation of what is needed. Ask students to identify the elements in the original text:

- the hypothesis (written as a statement not a question)
- the equipment (listed as dot points)
- the method (listed as steps)
- the results (listed as numbered points)
- the conclusion (written as a statement)

Students are to use the same template for their own scientific method writeup. Encourage creativity, reminding students the purpose of this text is to entertain. Illustrations can be added to enhance the presentation of the writeup.

Success criteria:

- includes the hypothesis "Dogs have compassion."
- lists equipment as dot points
- method is written in chronological order, listed as steps
- results are listed as numbered points
- includes stated conclusion

A different point of view

'Dogs are Intelligent Enough to Play Pass the Parcel' is written from Marlow Brown's point of view. It shows his thoughts and feelings about events. Try rewriting the story from Rockstar the dog's point of view. Use the sentence starters below to begin. You need to write in complete sentences.

1. What I love most about birthday parties ...

2. What I love most about practicing pass the parcel is ...

3. When the music started I felt ...

4. When I heard little Tommy crying I ...

5. When I saw Felix dancing during the game I thought ...

6. When I ran into the circle, grabbed the parcel and passed it to Marlow I felt ...

7. I don't think kids are intelligent enough to play that game because ...

Will Wonders Never Cease? Ueno Zoo Escaped Animal Drill

Article by [Zoë Disher](#) | photo by Alamy

[EN2-6B](#) | [ACELA1487](#)

Create an information poster explaining the Japanese origin of common English words.

Read the article. Ask students to identify where Ueno Zoo is located. Use Google Maps to find the location of [Ueno Zoo](#). Spend some time exploring the area – zoom all the way out to see which island the zoo is located on, and where Japan is in relation to Australia. View photos of the zoo available on Google Maps. Use street view to examine the area around the zoo and ask students to identify any similarities and differences between the streets of Japan and the streets of Australia.

Brainstorm what students know about Japan – this may be places, food, words, culture. Ask students what common English words originally come from Japanese. Answers may include sushi, kimono, origami, karate, ninja, sumo, anime, karaoke, tsunami, ramen, futon, haiku, emoji – even Pokémon (which is short for Pocket Monster (Poketto Monsutā)).

Students choose one of these words to research and turn into an information poster. Try to ensure each student works on a different word to the rest of the class. Students must find out the meaning of their word in Japanese, how we use the word in English, any background information and how to use it in a sentence. An illustration of the meaning should be included on the poster. The student can attempt to write the word using Japanese characters as well. If the student is researching the word “haiku”, encourage them to attempt their own haiku.

Students present their posters to the class, explaining the word’s background and English meaning.

Some useful websites:

Merriam-Webster’s [17 English Words that Come from Japanese](#)

FluentU’s [32 Cool Japanese Loanwords We All Use in English](#)

Your Dictionary’s [40 English Words of Japanese Origin Used Every Day](#)

Noah's News

Story by [Kathryn England](#) | Illustrated by Amy Golbach

[EN2-1A](#) | [ACELY1688](#)

Discuss as a group and **present** to the class differing predictions of the text.

Before reading the story, ask students what makes a good group discussion (etiquette rules). Answers should include taking turns, listening to other points of view, speaking clearly, letting everyone have a say. Write student answers on the board so they can refer to these points during the activity.

Without allowing students to see the text, read aloud 'Noah's News' until the end of page 29, where it says:

A week later, he found another golf ball.

Stop reading. Students get into groups of five to discuss their predictions for the story. Ask them to consider:

- What will happen next?
- Where are the golf balls coming from?
- What will Noah do?

Once everyone has stated their predictions, the group must decide on one prediction that they will present to the class. Ensure groups follow the etiquette rules written on the board. Groups then elect a speaker, who will tell the rest of the class what they think will happen next.

Continue reading aloud from Noah's News, this time until the end of page 30, where it says

'I don't see why not,' Mum said.

Stop reading. In the same groups, students are to discuss another lot of predictions, using the same questions as before. This time, groups elect a new speaker to relay their chosen prediction to the class.

Read the rest of the story. Discuss as a class whether anyone's prediction was close, or if anyone knew ravens were to blame. Was the ending surprising yet satisfying?

Students now evaluate how they thought their group did with discussions. Thumbs up means the student fully agrees that things were done right, thumbs to the side means they think the group did OK but could be improved, thumbs down means they don't think the group followed the etiquette rules or their ideas weren't heard.

Ask students with thumbs down or to the side what could be done to solve their problems for next time. Invite other students to add their ideas to the discussion. Add these etiquette rules to the board where necessary. Students can write these rules down in their English books, or a scribe could type them up and print them out to hang on the wall as a reference for next time.

Homophones

A homophone is a word that sounds the same as another word, but may have a different spelling. 'Toe' and 'tow' are homophones.

PART A

Read the story 'Noah's News'. Now find homophones in the text for each of the words below.

plain	_____	sea	_____	weak	_____
won	_____	knot	_____	too	_____
sore	_____	ewe	_____	break	_____
new	_____	sum	_____	thyme	_____

PART B

Select the correct homophone to complete each of the sentences below.

1. Your or you're?

_____going to have to climb up the ladder.

Is that _____ball?

2. Brake or break

_____open the bonbon and see what's inside.

To stop a vehicle you need a _____.

3. Their or there?

Last time we were _____it snowed every day.

My neighbours said I could use _____pool to swim in.

4. No or know?

I do not _____if I will be finished in time.

_____, you are not going outside today.

PART C

Create a sentence for each of the homophones below. Use a separate sheet of paper: *here* and *hear*, *great* and *grate*, *through* and *threw*, *meet* and *meat*