

Something Old Something New

Story by Peter Friend | illustrated by Aśka

Worksheet: **Comprehension questions**

Understanding

EN2-10C | ACELT1607

Read the story until the end of page 26 'And the cake, the triceratops decided, was delicious.' Complete the following tasks:

- Why do you think that Max was 'trying to escape' his sister's wedding? **Write** an explanation from Max's perspective
- **Predict** how the bride will respond when she arrives in the garden to find a triceratops eating her wedding cake.

Finish reading the story and **discuss** the following:

- How did the bride respond when she saw the triceratops?
- What does it mean when something 'goes viral' or is 'trending?'
- Did you predict this reaction from the bride?
- What surprised you the most about the way the story concluded?

Engaging Critically

EN2-2A | ACELY1682

Engage in an investigation into the phenomenon of 'going viral' on the internet.

'This is amazing! This is, like, the social media moment of the century! Our wedding photos will go absolutely viral!' One of the aunts in the crowd was looking at her mobile phone. 'It's true,' she shouted. 'You're already trending! This is huge!'

Discuss: Is 'going viral' online a good thing?

Conduct a secret vote (use slips of paper – write 'yes' or 'no' depending on your opinion)

Tally up the responses to find out what the class thinks about going viral

Discuss reasons for/against each side of the argument

Work in groups to complete the '[Discussion Web](#)' [graphic organizer](#) and come up with a conclusion to share with the whole class.

Individually **write** a discussion text on the issue of 'going viral' online. In your discussion you should:

- Discuss both the positive and negative effects of 'going viral'
- Give examples to support your ideas

- Start a new paragraph for each new idea

Experimenting

EN2-10C | ACELT1607

Write a fictional diary entry of your experience with Max's time travelling machine. Imagine Max lent you the 'time-zapper'. It has malfunctioned again and rather than taking you back in time, something or someone appears from the past. Who or what suddenly arrived in 2020? Where and what were you doing at the time?

Design your own time travelling machine. Complete the following tasks:

- Draw a diagram of the time machine, labelling the parts and explaining how it works.
- Create a social media advertisement for this invention – consider who your target audience is and keep this audience in mind when designing your ad

Look at the illustration on page 27 showing the social media post that went viral. Imagine you are one of the millions of people that saw this post. **Write** a comment that you would post in response to the photo. **Make** a class display with an enlarged photocopy of the image, and 'post' all the class comments below the image.

Reflecting

EN2-12E | ACELT1598

Reflect on your learning by answering the following questions:

Did you prefer: (**Circle** your preference)

Reading the story

OR

Investigating social media?

Writing Persuasively

OR

Creating imaginative texts?

Discussing ideas with peers

OR

Working independently?

Write a short statement explaining why you have those preferences.

Comprehension questions

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

1. How did Max know that the time-zapper had malfunctioned?

2. Explain the significance of the title: Something Old, Something New.

3. Why do you think Max was playing with the time-zapper on the day of the wedding?

4. Explain why the sister was so excited by the whole situation.

5. What might have happened if it were a Tyrannosaurus Rex and not a Triceratops?

6. Imagine that you were given a time-zapper. Who or what would you bring back from the past? Why?

A Short, Summery Thin Thong Song

Poem by Max Fatchen | illustrated by Cheryl Orsini

Worksheet: **Identifying and using sound repetition**

Engaging Critically

EN2-8B | ACELT1600

This poem makes use of rhyme and onomatopoeia to bring the subject matter to life and create a sense of fun.

Circle the onomatopoeia used in the poem

Think about the sound that thongs make when the wearer is walking or running. What other onomatopoeia words can you create to describe the sounds of this summer footwear? Write a list.

Listen to the poem being read on [The School Magazine YouTube channel](#)

Underline the sets of rhyming words in the poem for example: song, thong, flong.

Discuss: What effect does the rhyme have on the poem? Think about what would be different if there were no rhyming words in the song.

Discuss the following:

- How would you describe the mood or atmosphere created by this poem?
- What kinds of images do you associate with wearing thongs?
- Does this poem present a positive or negative view of thongs as footwear?
- Could you come up with a response that casts a different light on the footwear – thongs?

Suggested ideas for this approach include: Thongs are not good for your feet – unsupportive, they fall off if you try and walk backwards or if you try to run fast. The straps often come loose with the 'plug' falling out from the part between your toes. Thongs can give the wearer blisters if they try to walk long distances in them.

Connecting

EN2-10C | ACELT1607

Text to world

View this [History of Shoes infographic](#). **Discuss** the following questions:

- When were thongs first worn by people?
- What do you think makes this style of footwear so popular that it is still worn after all these years?

- Are there any other shoes from the infographic originating a long time ago that are still popular today? Why do you think that this style of shoe has lasted for such a long time?
- Are there any other shoes in the infographic that you think could make a comeback in Australia in 2020?

Text to self

What is your favourite type of footwear? Suggested options include: gumboots, sandals, sneakers or runners, elastic sided boots, slippers, ugg boots, school shoes, crocs, tap shoes?

Record a Vlog in which you describe your favourite type of shoe and give reasons why this is the best type of footwear.

Suggested reasons could include: comfort, practicality, the particular design features or the activity they are designed for – ballet shoes for example).

Experimenting

EN2-2A | ACELT1606

Note for teachers: This task can be completed as a whole class to produce a class poem or can be modelled on the board, before students work in pairs to write their own poem.

Work in pairs to **visit** the [Virtual Shoe Museum](#) and use the search by colour function to choose an amazing and unusual shoe that you would like to use as stimulus for the following activities.

Once you have selected a shoe, work together to complete the following tasks:

Brainstorm some examples of the following techniques and complete the table:

Technique	prompt	My ideas
Rhyming sets of words	What are some key words that relate to this shoe? What words rhyme with those key words?	
Onomatopoeia	What sounds would these shoes make when they are worn?	
Simile	What do these shoes remind you of? Consider colour, shape, size, movement, purpose	
Personification	What kind of personality would this shoe have if it were human? Turn it into a sentence including an action	

Use the words and phrases from the table above and turn them into a poem about your chosen shoe.

Publish the poem including an image or illustration of your selected shoe.

Design an advertising poster for your chosen shoe. Include an image and some engaging persuasive language to convince people that they need to buy this shoe.

Reflecting

EN2-12E

Compare your shoe poem created with you partner (or as a whole class activity) with 'The short, summery, thin, thong song.'

Write a paragraph explaining how reading and discussing the poem from this issue of Blast Off! helped you to compose your own poem. Think about the following:

- What did you like about 'The short, summery, thin, thong song?'
- Did you use any similar techniques in your own poem?
- What is different about your poem and why did you decide to do this?
- Did you get any specific ideas from 'The short, summery, thin, thong song?' (for example borrowing the idea of a song or using onomatopoeia as a focus)
- What is the best feature of your own poem?
- What have you learnt about poems and writing poems from completing these activities?

Identifying and using sound repetition

Complete the table with examples of each category of literary aural (sound) devices. Find as many as you can in the poem 'A Short, Summery Thin Thong Song', then make up your own to finish the table.

Alliteration (repetition of the first sound in nearby words)	Consonance (repetition of a consonant sound in nearby words)	Assonance (repetition of a vowel sound in nearby words)	Rhyme (repetition of the final sound cluster in multiple words)
fe t ... and fr ee	fl ap ping ... and tap ping	so ng ... and tho ng	pl ac es ... and lac es

Write your own sentence or paragraph using one of the literary devices described above. Use bold, italics or underline the sounds that are repeating.

What is the name of the sound device that you used?

I used _____.

The Rainy Season

Story by Sue Gibbinon | illustrated by Anna Bron

Worksheet: **Write an opening for an article**

Understanding

EN2-11D | ACELT1596

Read the story and label the following sentences as true or false:

- Malia's grandmother is from Samoa
- Malia's grandmother loves the dry season
- Aunt Sina is happy that she doesn't live in Samoa anymore
- Malia's grandmother doesn't want to return to Samoa during the rainy season
- Malia has never been to Samoa before

View the website [Samoa Meteorology Division](#) to find out about the seasons in Samoa

View the website [Bureau of Meteorology](#) to find out about the seasons in Australia

Write a list of similarities and differences between the seasons in Australia and the seasons in Samoa. You may like to draw up two columns, one for the similarities and one for differences.

View the website [Bureau of Meteorology](#) to find out about Indigenous Weather Knowledge for the D'harawal (Sydney) region.

Complete a PMI chart using the templates from the [Digital Learning Selector](#) to investigate the Indigenous Season chart you have viewed.

Write a letter to the Bureau of Meteorology to convince them that we should stop using the 4 seasons in Australia, and instead use the Indigenous seasonal calendars for the various regions. Consider how large the continent of Australia is and how different the climates are across the country.

Engaging Personally

EN2-11D | ACELT1603

In the story Malia's grandmother has memories of rainy season that are positive. **Underline** some of the positive images of the rainy season that she tells Malia.

Aunty Sina does not feel the same way about the rainy season. In a different colour, **underline** the negative images of the rainy season that she remembers.

Complete these sentences:

Malia's grandmother likes the rainy season because _____.

Malia's Aunty Sina does not like the rainy season because _____.

Discuss:

Why do you think the author decided to have Aunty Sina have a different perspective about the rainy season. What does this add to the story?

How would the story be different if Aunty Sina agreed with everything grandmother said about the rainy season?

Do you think that grandmother has forgotten about some of the negative experiences of mosquitos and floods because she has been away for so long?

What is your favourite season? **Write** a description of your favourite season, include the sights, smells and sounds. Without saying that it is your favourite season, show why it is such a wonderful time of year.

Extension task: What is your least favourite time of year? **Write** a description of that time of year, without saying you don't like it, show why it is not a good time of year.

Engaging Critically

EN2-8B | ACELT1599

This story uses sensory writing to help readers who have never experienced the rainy season in Samoa to understand what it is like.

Discuss the following passage:

'It smells of earth and plants and flowers,' said Nana at last. 'It smells of soil and black lava rocks, of taro and breadfruit, of teuila and frangipani flowers. It smells of home.'

- Why is it helpful to compare the smell of the rainy season with other scents?
- If you were to write a sentence describing 'the smell of home' what kinds of scents would you describe?

Suggestions include: cooking smells – curry or bake goods, freshly cut grass, animals (pets or livestock), laundry powder, smoke from the slow combustion heater)

- Look at the illustration on page 12. How does the image capture Malia's grandmother's memories of the rainy season in Samoa? Think about the images and colours used.

Discuss the following passage:

'The smell of flowers, the people and the warm rain wrapped themselves around Malia. It was as if she were being held in a gigantic embrace.'

- What feeling about Samoa does Malia have when she arrives there for the first time?
- How is this feeling created?

Suggestions include: Malia feels like she has arrived home too – she feels very welcome there. Personification and similes are used to help show the way that Samoa's environment and people have welcomed Malia and 'embraced' her.

- Does this description make you feel like you want to go to Samoa too?
- Look at the illustration on page 14. How do the colours, the layout and composition work together to show how Malia feels when she arrives in Samoa with her grandmother?

Discuss the following passage:

She saw a jungly green island fringed by a turquoise lagoon. Around it, a necklace of white marked the reef and beyond that, the deep blue Pacific stretched all the way back to where they'd come from.

- What is the reef compared to? Do you think this is a good way to describe a coral reef?
- **Draw** an illustration of Samoa from the air using this description from the story.

Experimenting

EN2-2A | ACELY1682

Create an advertising brochure, advertising Samoa as a wonderful place for people to visit on a holiday. Complete the following steps:

- **Conduct** research on Samoa and its attractions for holiday makers. You might like to start with the Samoa tourism website: [Samoa Travel](#).
- **Find** and/or **draw** some pictures of Samoa for your brochure
- **Write** an advertising blurb using persuasive language and sensory writing
- **Design** a brochure that has a heading, images and text that convince readers they should visit Samoa on their next international holiday

Imagine you are Malia in Samoa with you grandmother. Write a travel journal entry about one day in Samoa. Include:

- Date and time of journal entry
- Location of journal entry
- Activities you did that day
- Descriptions of the places, people, food, weather
- Thoughts and feelings about your experiences

Find an editing partner, share your travel advertisement and travel journal with them. Read your partner's work and suggest ways that the work could be improved. When you receive comments back from your partner, you should then make changes and improvements in order to produce your final version.

Write an opening for an article

Let's look at the structure of narratives.

Part A

Read the story 'The Rainy Season' and write the main events from the beginning, middle and end in the boxes below.

The main characters are: _____

Other characters in the story are: _____

Beginning:

Middle:

End:

Part B

Use the information you have discovered about Samoa to write an interesting opening for a short article. Remember to use language that is going to grab a reader's attention.

Will wonders never cease? Naked Mole Rats

Article by Zoë Disher | photos by Alamy

Worksheet: **Writing a literary description**

Understanding

EN2-4A | ACELY1680

List 3-4 unusual facts that you found surprising about naked mole-rats

View the film [Naked Mole Rat](#). What new information did you find out about the fact that naked mole-rats can survive without oxygen.

Write another section for this article called 'And there's more!' Use information about naked mole-rats that you find from the following websites:

[Sandiego Zoo](#)
[Soft Schools](#)
[DK Find Out](#)

Engaging critically

EN2-8B | ACELY1690

Label/Annotate the following features of the article:

- Heading/Title
- By line
- Subheading
- Photographs

For each of these labeled parts, write one sentence to explain why that is an important feature of a non-fiction text.

Circle one example of the following techniques used in the article:

- Idiom
- Rhetorical question
- Comparison
- Jargon (topic specific words)

Sample answers:

- These bizarre rodents are more than just pretty faces.
- Will wonders never cease?
- The colonies work a bit like ant nests
- cold-blooded, queen

Discuss the following question:

- What kinds of words and phrases make this article exciting and fun to read?

Sample answer: Comparisons such as 'like wrinkled sausages' help readers to visualize the animal, while familiar language like 'queen' and 'boss' help us to understand the way the colony works in a fun and familiar way. Words like 'amazed' and 'superpowers' make the naked mole-rat seem much more exciting and interesting than people might think when they see the photographs.

Experimenting

EN2-9B | ACELA1498

Conduct research on a different strange creature. **Write** your own 'Will wonders never cease?' article using the subheadings 'weird,' 'weirder,' 'weirdest.'

Suggested weird and wonderful creatures for your article include:

- Platypus
- Axolotl
- Pangolin
- Pink fairy armadillo

Write a short story or picture book about Naked Mole Rats. Use personification to bring the character of the naked mole rats to life. Think about what you learnt about the way that Naked Mole Rats live from the article and include details such as:

- Appearance
- Sleeping in a pile to keep warm
- Each colony has a queen
- What they do each day

- Superpowers

A picture book that could be used as inspiration for this task is 'Meercat Splash' by Aura Parker. The endpapers show the underground burrows of meercats and the way that they sleep in a pile to stay warm – but the storyline is fictional, with the meercats playing like children and taking a bath. This picture book merged fact and fiction.

Reflecting

EN2-12E

Reflect on your ability to use non-fiction texts to find out information for research purposes.

Read each sentence and rate yourself using the following scale:

3 – I feel very confident

2 – I am unsure

1 – I need more practice

- I can use a search engine to find the information that I need
- I can find the specific information I need within a website or article
- I can find out the meaning of words I do not understand when reading non-fiction texts
- I can use the information I have learnt from reading web pages and articles to write my own work
- I can use the structure and style of a non-fiction article in my own writing

Writing a literary description

Read 'Will Wonders Never Cease? Naked Mole Rats'. Take a look at the wonderful images that accompany the text. You are going to create a wonderful image with words.

Select an animal, other than the naked mole rat to write about.

My choice: _____

To create an image with words we need to use a range of descriptive vocabulary.

1. Make a list of any adjectives to describe the animal, e.g. scaly. You may wish to use a thesaurus to help you.

2. Now imagine the animal moving. Can you think of any interesting verbs (action words) and adverbs (words that give more information to the verb) to describe how it could move? For example, 'glided' (verb) and 'effortlessly' (adverb).

3. Think of any feeling verbs you could use to describe how the animal makes you feel. For example, 'amused', 'scared', 'delighted'.

4. Use the vivid vocabulary you have written above to help you to write one paragraph describing the animal. Remember to include what it looks like, how it moves, what it makes you feel—as well as any interesting similes. Happy writing!
