

Delightful Dogs

Story by Emma Heyde | Photos by Dreamstime

Worksheet: [Compare and contrast](#)

Connecting

Text to world

EN2-11D | ACELT1596

Discuss the role that dogs play in the community. The following questions can be used:

- Who has a dog?
- Why do people have dogs?
- Do dogs have other roles in society, than just being family pets?

View [Pip](#) - This short film gives an insight into other roles that dogs play in the community.

Use the [See Think Wonder](#) visible thinking routine after viewing Pip.

Students are now ready to read the Delightful Dogs article from this issue of Blast Off!

Understanding

EN2-4A | ACELY1692

Discuss the difference between domesticated and non-domesticated animals. Find and highlight the definition of a domesticated animal on page 21 of this issue of Blast Off!

List 10 domesticated animals and 10 wild animals – this can be done as a [Think Pair Share](#) activity.

Read pages 20-21 where there are detailed comparisons between dogs and wolves.

Create a [Venn diagram](#) comparing dogs and wolves, showing what they have learnt from reading the article.

Read pages 22-23 of this issue of Blast Off! about the Australian Dingo.

Create a [True False Quiz](#) using the information about Dingoes found in the article.

Extension: Create a [kahoot](#).

See the further resources section for more learning activity suggestions around the dingo.

Engaging Critically: EN2-9B | ACELA1484

Discuss the use of headings, subheadings and jargon in information texts. Ask students the purpose of this feature of information texts.

Students circle jargon words specific to the topic: Dogs. A suggested list of answers include: muzzle, pelt, domesticated, carnivorous, paws, canine, pack, litter, pup.

Students write a list of jargon words on a different topic – something that they know a lot about. Some students might choose something related to a sport or hobby they do regularly - such as Karate or horse riding.

Students compose an information text using the jargon words in their lists and headings and sub headings on their topic.

Experimenting EN2-9B

Research a dog breed not mentioned in this article and write an additional paragraph for this article. Some suggested breeds include: Cocker spaniel, Mini Schnauzer, Beagle, Jack Russel, Australian terrier, Scottish Terrier, German Shepherd, Boxer. This task could be completed in pairs, with pairs drawing a breed at random from a hat. The work can be compiled into a class publication about the origin, personality and features of each dog breed.

Extension Task: Use the [Trading card creator](#) to summarise their research into a trading card for their dog breed.

Write your own Haiku about dogs using the [Haiku poem interactive](#) They should carefully count their syllables and try to include a physical description as well as a connection to emotions related to dogs.

Persuade your school principal that your class should have a class dog. Write a letter to the principal to outline why your class should have a dog. You should include ideas about how this would work – who would feed and look after the dog, who the dog would go home with and other logistical considerations.

Further Reading

More activities to support students in understanding the difference between domestic and wild animals at www.learnersplanet.com

ABC resources to support learning about Dingoes

<https://www.abc.net.au/btn/resources/teacher/episode/20180306-dingoheroes.pdf>

Compare and contrast

Read 'Delightful Dogs'. The author explains lots of similarities and differences between dogs and wolves.

1. Record all the similarities you can find between both animals in this box.

2. Now write all the differences you can find between dogs and wolves in this box.

3. What type of dog would you like to have as a pet? Write a paragraph explaining your choice. Include some of the features of the dog in your response.

Doggy Treats: Mint and Parsley Biscuits

Activity by Claire Catacouzinos | illustrated by [Cheryl Orsini](#)

Worksheet: [Word work](#)

Engaging Personally
[EN2-9B | ACELA1482](#)

The text begins with an introduction which states ‘Cooking and baking for your loved ones is always an expression of love. And the very act of giving is good for your wellbeing.’

Read this with the students.

Discuss using the following questions:

- What do you do for your friends and family to show them that you love them?
- How does it make you feel when you do something kind for a friend or family member?

Compose a recount of a time when you did something kind for a friend or family member. It could have been on a special occasion such as Mothers or Father’s day, for a birthday or even just because. You should include the thoughtful act and how it was received by the friend or family member. You should also include how it made you feel.

See the further reading section of this learning resource for more information about recounts.

Students with additional needs may find the [Sequencing Events](#) graphic organizer from Read Write Think to be a useful scaffold for their writing.

Understanding
[EN2-10C](#)

Discuss the recipe text type. Begin with the following questions:

- What is the purpose of a recipe?
- Who is the audience?

Discuss what needs to be included in a recipe – A list of ingredients and a set of numbered instructions or method. Show these to students as you read though the full recipe.

Introduce the use of verbs in recipes – explain that verbs tell the reader what to do with the ingredients.

Use [Bingo Card Creator](#) to create bingo cards using the verbs from the recipe as well as some other common verbs from recipes. Verbs may include: 'mix', 'separate', and 'pour'. Hand each student a bingo card. Read the method out loud again, and students are to mark off the verbs they hear. At the end of the recipe, students are to count who had the most verbs marked off on their card.

Highlight all the verbs that are used in the recipe. Words include: wash, dry, preheat, whisk, add, knead, roll, place, make, ask, help, bake, take.

Act out some of the verbs – Choose some student volunteers, line them up in order and as the recipe is read aloud, and as each step is read out, the student volunteer acts out the step. The first person will act out washing their hands.

Experimenting

EN2-10C | ACELT1607

Write a recipe using correct structure – something that you know how to make. Some possible ideas include scones, pancakes, smoothies.

Create a visual flow chart/illustration to accompany the recipe.

Record an audio segment for a radio station about making doggie biscuits.

Write a story in which a character makes the doggy treats for their pet dog. The story must include:

- Appropriate narrative structure – with a complication causing a problem for the main character.

Reflecting

EN2-12E

Reflect on your enjoyment of the text. Students complete the following questions:

- Did you like the written or visual instructions the best? Justify your response

Reflect on own writing using Blooms Taxonomy. Students consider their responses to the first three tasks in the 'Experimenting' section of this learning resource. Complete the following questions.

- Remember: What did I accomplish?
- Understand: What is important about what I wrote?
- Apply: Where could I use this again in the future?
- Analyse: What is similar or different between my work, and the text 'Doggie Treats.'
- Evaluate: How well did I do? What could I have done differently?
- Extend: How could I use what I have learnt in my future writing? `

Further Reading

Recount Text Type: <https://www.literacyideas.com/recounts>

Word work

Be a word detective!

1. Read the introduction to the recipe. Find a word that means the same as 'dogs'.

2. Find a word that means 'to massage or squeeze with your hands'.

3. Use the recipe to locate homophones (words that are pronounced the same, but have different spellings) for these words. The first two have been done for you.

need	<i>knead</i>	doe	<i>dough</i>
flower		poor	
plain		bean	
board		knot	
role		there	
for		thyme	

4. See how many of these words you can locate in the recipe. Write the words on the lines under each heading.

Command verbs	Compound Words	Three-syllable words

I don't want a pet snake

Poem by Kathryn Apel | illustrated by Christopher Neilsen

Worksheet: [Alliteration](#)

Understanding

EN2-1A | ACELY1792

Ask students to sit in a circle, each student is to think of a word to describe themselves that begins with the same sound as their first name. Some students will have names that begin with vowels, and that is ok – repetition of vowel sounds is called Assonance which is a similar technique. Once the students have decided on their name, they are to go around the circle and introduce themselves as follows "Hello I am Sensible Sally." They must then introduce the person who went before them. For example, the person after Sally would say "Hello, I am Ticklish Taylor and this is Sensible Sally."

Create alliterative pairs. Give students a list of animals (see suggestions below) and ask them to think of a pair of words starting with the same letter that describe the animal. An example for cat would be 'Cat Creeping'

Animal Suggestions:

- Tiger
- Lion
- Sloth
- Caterpillar

Once students have a pair of words for each animal listed above, they can then expand these pairs into a sentence. For example, 'Cat Creeping' becomes 'The cat was creeping down the stairs.'

View the recording of the poem, [I don't want a pet snake](#). Ask students to listen for the sound that they hear repeated throughout. After reading they should have been able to identify that there are many 'S' sounds in the poem.

Write an explanation of WHY the 'S' sound is an appropriate sound to be used in a poem about snakes.

Identify alliteration. Students are now given the poem to actively read while listening along a second time. This time, students are to underline or highlight or circle on the poem where there are sets of alliteration throughout. Tell students that there might be alliteration in the poem that doesn't use the letter 'S.'

Examples of alliteration that students might find:

- Snakes slither
- Cosy like a kitty (although these are two different letters, the sound they make in this example is the same)
- twist and tie
- Pouncing pup

Play the [Beanbag Rhyme Game](#) with some words chosen from the poem. Suggested words include: pet, spell, milk, night, bug

Another introduction to rhyming words is the [Rhyming Pictures](#) activity.

Divide the class into 12 groups (pairs or threes). Assign each group ONE of the following words:

- Shiver
- Tight
- You
- Pretty
- Burns
- Amusing
- Fun
- Agree
- Shakes
- Cow
- Why
- Bitten

Each pair is to find their word in the poem and find the other words in the poem that rhyme with it. After they have had time to do this, they should report their findings back to the class

Discuss the purpose of rhyme – what effect does it have? Suggested answers that students might give: it gives the poem a beat, it makes it read smoothly.

Write a response to the following question: Why do poets use rhyme?

Engaging Personally

EN2-11D | ACELY1675

Ask students: Do you agree with the poem?

Draw a line with chalk (or use masking tape) down the centre of the classroom. One side of the tape is agree and the other is disagree. If a student is neutral, they may stay on the line.

Ask the following question: Do you agree with the poet? (That you would not like a snake for a pet). Students stand where they feel appropriate for them. Then ask if any volunteers would like to explain why they have chosen to stand in that position.

Then ask the following question changing the animal each time. A list of suggested animals can be found below.

Would you like a _____ for a pet?

- Rat
- Mouse
- Chicken
- Ferret
- Lizard
- Tarantula
- Tortoise
- Cat
- Stick insect
- Axolotl
- Fish

Write a persuasive piece of writing with the aim of convincing the reader to agree with their thoughts on the following topic:

- Which animal makes the worst pet? Students may use an animal from the previous activity, or they might like to choose a different animal.
- Students can make use of the [Persuasion Map](#) to plan and write their response.
- Teachers can find further resources on teaching persuasive writing in the 'further reading' section at the end of this learning resource

Experimenting

EN2-10C | ACELT1607

Write a poem using rhyme. Use the following steps:

- Cut out the pictures from the [picture cards](#). Fold and place each picture into a 'hat' (a box will work the best).
- Students form pairs and each pair takes turns to draw a picture out of a hat. They show the class the picture and then think of one rhyming word before they return to their seat and the next pair draws out their image. If they are having trouble thinking of a rhyme, then the class can suggest some rhyming words.
- Pairs then write a list of as many rhyming words as they can. For example, if a pair has drawn the picture of the moon, then they might write 'spoon, baboon, tune, dune').
- Pairs write a poem of at least four lines, in which at least two rhyming words are used. If they like, they can use some different rhyming pairs as well.

Create one of the following visual tasks to accompany their poem.

- Create an illustration to accompany the poem
- Adapt the poem into a short comic strip
- Design the front cover for a book of poems that includes the poem that they have written

Reflecting

EN2-12E

Students reflect on their pair work using the [partnership reflection form](#).

Further Reading

More rhyming worksheets and activities can be found at <https://www.education.com/worksheets/hearing-rhymes/>

Persuasive Writing Professional learning <http://www.readwritethink.org/professional-development/strategy-guides/persuasive-writing-30142.html>

Alliteration

Read the poem 'I Don't Want a Pet SnNAKE'. You'll notice that some of the words have been chosen because they contain the same consonant sound, for example, 'snakes' and 'ssssnoozing'. We call this technique 'alliteration'.

Section A

Record three other examples of alliteration from 'I Don't Want a Pet SNAKE' on the lines below, then underline the alliterating letters.

Section B

Write three sentences about a snake that contain as little alliteration as possible.

Now write three sentences about a snake that each contains an example of alliteration.

Spinning Simmy

Story by Lynelle Kendall | illustrated by Jenny Tan

Worksheet: [Using pronouns](#)

Connecting:

[EN2-1A | ACELY1687](#)

Discuss students favourite piece of playground equipment or their favourite equipment at a local park. Write a shortlist on the board.

Tally up the responses and create a graph showing the class' favourite play equipment.

Compose a letter or email to council using the following stimulus: Imagine a new park is being opened or an old park upgraded near the school. Write a letter to outline the three pieces of equipment that must be included in the design and why they should be included.

Understanding

[EN2-8B](#)

Story Arc the main events in 'Spinning Simmy.'

Create a set of questions using the following question starters:

Why...?

How would it be different if...?

What are the reasons...?

Suppose that...?

What if...?

What if we knew...?

What is the purpose of...?

What would change if...?

Students then swap the questions that they have written with a partner, and they write the answers. Hand the answers back to the person who wrote the questions for them to mark the work of their partner.

Engaging Critically

[EN2-8B | ACELA1496](#)

View and discuss the front page of this issue of Blast Off! If possible, project the front cover image onto the board. Give student volunteers labels of interesting visual techniques that have been used (listed below). The students stick the labels on the appropriate place on the projected front cover.

Labels should include:

- Layout – divided vertically down the centre
- Framing – what is the central image?
- Colour (give two different labels for colour – one for each side of the cover)
- Salience – What do you notice first?
- Line – How do we know that there is movement?

Discuss the labelled techniques. Ask the following questions:

- Why is the image divided down the centre?
- Which colours are more realistic? Why?
- What is the salient image?
- Who is the main character? How do we know?
- Is this a happy image or a sad one? How do we know?

View the two images on pages 16 and 17 of this issue of Blast Off!

List the similarities and differences between the people shown in the two images.

Write a double entry journal in which one entry is written from the perspective of Rose aged 7 and a half, and the other entry is written as Granny. In each entry, students should imagine they are that character and they write a self-introduction. What aspects of the introduction would be the same between Rose and Granny? What would be different?

Engaging Personally

EN2-1A

Engage in a hot seating activity where students sit in the 'hot seat' acting as the following characters from the story: Rose, Granny and Simmy. The class can prepare questions for each of the characters. Different characters will have different perspectives on what is going on at the park.

Experimenting

EN2-2A | ACELY1694

Design a movie trailer for a film adaptation of this story. Students can storyboard the movie trailer, or write a script and act it out. They could use a tablet with an app such as iMovie to create their movie trailer.

Retell a story a grandparent or parent has told the students about their childhood. They should then use time travel to appear in the story from their parent or grandparent's childhood.

Compose an **I wish poem**. In the story, Granny said that she would close her eyes and wish that she was somewhere else when she opened them. Students think about what they wish for.

Compose a letter to your future self. In this letter you should include your favourite memory, your favourite activity or hobby, something new that is happening in your community or school. You may include questions to your future self.

Extension Task: Students compose the response from their future self.

Using pronouns

We use pronouns to replace a proper noun, for example 'Gran's hand' could become 'her hand'. Two types of pronouns we use are:

- Personal pronouns: used to refer to a person, such as 'me', 'him', 'her'.
- Possessive pronouns that are used to show ownership, such as 'his', 'hers', 'theirs'.

1. Read the story 'Spinning Simmy' and identify the pronouns. Now sort them into personal or possessive pronouns and write them in the table below.

Personal pronouns	Possessive pronouns
e.g. I	e.g. your

2. Read the sentences in the table. They each have a pronoun missing. Draw lines to match the sentences with the missing pronoun.

a. Come on it with ..., Gran.	<i>him</i>
b. Finally, ... were there.	<i>your</i>
c. Gran had one hand on ... hat and one hand on the rail.	<i>he</i>
d. The concrete path was narrow and Sim ran ... fingers along the wooden fence as they walked.	<i>his</i>
e. It made ... feel like an astronaut about to launch into space whenever he went down it.	<i>me</i>
f. 'Now close ... eyes and hold on because that little boy was me!'	<i>she</i>
g. Simmy closed ... eyes.	<i>her</i>
h. Gran was talking about how the park was different when ... was young.	<i>they</i>