

# Goldilocks Vs Bear Family

play by Jessica Fallico | illustrated by [Aśka](#)

Worksheet: **Write a story opening**

## Understanding

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

**Discuss** the origins of words. Display the following words from the text: antique, bizarre, cookie, sly, courtroom, decided, stroll, trespass, gully, devious, mayhem, photograph, separate, bailiff, honourable. Inform students that these are examples of words used in English but that originate from elsewhere in the world. Provide students with a variety of sources they could use for locating the origins of these words (e.g. dictionaries or internet access to [etymology dictionary](#)). Select one of the words (e.g. antique) and have a race to locate its origin (Greece). Write the word on a slip of paper. Display a world map and fix the word antique to Greece on the map.

Identify the origins of the rest of the words from the list. Place the words on the map, above the country they originate from (e.g. cookie - Holland, bizarre – Italy, sly - old Norse (spoken in the following countries so place sly in any of these countries on the map, Scandinavia, Iceland, Greenland, parts of Russia), courtroom - Latin and old French (Latin was spoken in Italy so this can be placed in either Italy or France), decided - Greece, stroll - Germany, trespass - France, gully - France, devious – Latin (place in Italy), mayhem - France, photograph - Greece, separate - Greece, bailiff – Latin and old French (place in either Italy or France), honourable – Latin and old French (place in either Italy or France).

Students could build on this by searching for English words that originate from particular countries of their choosing (e.g. China).

## Connecting

[ACELT1794](#) | [EN2-2A](#)

**Explore** elements on how to “fracture” a story. Write each of the events that occurred in the play on separate slips of paper (e.g. Mama Bear made porridge, there was a court case, the antique highchair was broken, Miss Muffet admitted to causing the damage). Read an original version of Goldilocks and the Three Bears. Sort the slips of paper featuring the events into two categories; those that occurred in the original text (e.g. Mama Bear made porridge but it was too hot, the porridge was

eaten) and those that only occurred in the play (e.g. Miss Muffet is lactose intolerant and that Goldilocks didn't cause the damage).

Select a range of texts dear to students or that have been shared as a class. You could use stories such as *The Twits* by Roald Dahl and *The 13th Storey Treehouse* by Andy Griffiths. Write the names of the main characters from each book on separate pieces of paper (e.g. Mr Twit, Mrs Twit, Andy, Terry, Jill). List the main events from the books on separate pieces of paper (e.g. playing practical jokes, writing a book, creating a flying cat and creating a machine to destroy Brussels Sprouts).

Highlight Miss Muffet's confession in the text, emphasising that it provides a new explanation for an event from the original story (I broke in and I ate their porridge! Every morning I comment how lovely it smells, but no-one ever invites me in for a bowl!)

Place the characters and events in separate boxes. Randomly select a character and an event (e.g. Mr Twit and the flying cats). Role-play a confession from the character about the event selected at random (e.g. I released the flying cats. I've been trying to create flying animals for years. I secretly invent things when I'm in my shed, hiding from Mrs Twit. I was hoping the cats would help me to fly away from Mrs Twit for good).

### Engaging critically ACELY1690 | EN2-8B

**Critically** reflect on two statements.

Read the opening statement from Bears' attorney #2:

One beautiful day, on March 21st, Goldilocks entered the home of the Bear family with no regard for their private property whatsoever. Ms Goldilocks is, without doubt, an underhanded, devious criminal.

Instruct the students to act as the jury and vote on whether they think Goldilocks is guilty or not guilty based on this statement alone. Display the extract and highlight elements that assisted students with making their judgements (e.g. phrases such as 'without a doubt' and emotive words such as 'devious').

Consider the opening statement from Goldilocks' attorney:

We, the defence, believe Ms Goldilocks is, in fact, innocent. There is no proof that Goldilocks was the culprit of this crime and we will prove her innocence before you today.

Again, instruct the jury to vote, noting if anyone has changed their mind. Identify persuasive language in this extract (modal verbs such as we will and emotive words such as innocence).

**Create** a fictitious event that happened at school, such as a window being broken. Select one student to stand trial as the possible culprit. Have the rest of the students act as attorneys for either the prosecution or the defence. Instruct students to create arguments, including persuasive language. Role-play a mock trial, including the persuasive statements prepared by the students.

### Experimenting

ACELY1688 | EN2-1A

**Perform** the play to each other in pairs. Allow time for the students to rehearse the play in groups. Encourage students to get up and move around while rehearsing. Emphasise that they should use the stage directions to assist them.

Read the story of Rats, found in this issue of Blast Off! Identify mistakes the characters made while performing (e.g. forgetting their lines, skipping lines, saying each other's lines, missing cues, breaking props, ripping costumes). Write these on separate pieces of paper and fix them around the room.

Following the performance, instruct students to discuss their reflections with the other group. Instruct students to stand next to any of the mistakes on display, made by the characters in Rats that they also made while performing. Discuss how each of the mistakes could be avoided next time (e.g. more practice).

# Write a story opening

Let's look at the way stories start. Stories start in different ways.

- 'Rats' starts with a statement from one of the main characters
- 'Jools and Vern and the Mystery of Loch MacNurk' starts right in the middle of the action.
- 'Stinky Sid' starts by setting the scene.

## Part A

Read the play 'Goldilocks vs Bear Family' and write the main events from the beginning, middle and end in the boxes below.

**Beginning:**

**Middle:**

**End:**

## Part B

Use the information about what happens in the beginning of the play to write an interesting opening for a story version of the tale. Use one of the interesting opening techniques listed at the top of this worksheet.

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# Jools and Vern and the Mystery of Loch MacNurk

Part two of a story by [Geoffrey McSkimming](#) | illustrated by [Peter Sheehan](#)

Worksheet: **Homophones**

## Understanding

[ACELY1690](#) | [EN2-8B](#)

**Display** a variety of images, featuring commonly accepted visual codes (e.g. a pit bull dog, a family eating a meal). Conduct a poll of students' interpretations of each image (e.g. is the dog friendly or vicious, are the family chatting happily or arguing). Most students will probably say the dog is vicious/dangerous and that the family are enjoying a meal together. Inform students that these are visual codes (images that illicit similar responses in most people who view them).

Consider the images that accompany the text. Highlight the visual codes at play and the responses they evoke (e.g. fear in the first two images at the creature lurking beneath the water and a calm, peaceful feeling at the images of the lake and mountains).

This could be extended to examine further examples of visual codes around us, in advertising, book covers etc.

## Connecting

[ACELA1828](#) | [EN2-4A](#)

**Display** made up words that feature in both part one (found in Blast off! issue 1) and part two of this story. For example: Whoo-hiss-whooooooooooooooooooooosh, arrrrrive, Accorrrrding from part 1 and worrrrking, Y-y-yes, Trrrrust, arrrrre from part 2. Highlight that these words feature extended vowel and consonant sounds.

Add examples to the list from Mudkin: A Tale of Tails, also from this issue of Blast Off! For example: wid, grubtub, de, mudgrubs.

Place students in groups and instruct them to read the words aloud, paying close attention to how the unusual spelling affects the pronunciation. Share the strategies students used to read the words (chunking the words into their individual sounds, e.g. w-orrrr-k-ing before blending the sounds together).

Identify further examples of unfamiliar words from the text (e.g. MacNurk, ThrustWalloper and orb-whizzler). Model how to chunk and blend these words, saying each sound individually before combining them (e.g. separate MacNurk into the individual sounds M-a-c-N-ur-k and ThrustWalloper into the individual sounds of th-r-u-s-t-w-a-ll-o-p-er). Instruct students to work in pairs, using this strategy to read other unfamiliar words they encounter in the text.

**Create** ideas for machinery that could be useful on the Cumulus (e.g. a custard dispenser). Suggest original names for the machinery (e.g. CustDisoper). Identify names of mechanical devices in the text and their purpose (e.g. ThrustWalloper, a knob that makes the airship go full steam ahead). Swap words with a partner and use the chunking and blending strategy to read the made-up words aloud (e.g. chunking the CustDisoper into the individual sounds C-u-st-d-i-s-op-er).

### Engaging critically ACELT1605 | EN2-10C

**Discuss** the following questions about the ending of the story:

- Does the story have a clear resolution?
- Did you like the ending?
- What do you think happened next?

Emphasise that the ending has been left open, highlighting the line: a gigantic, shadowy, humped shape began to stir. Inform students that this is known as a cliff-hanger as the reader is unclear about what might happen next.

Using the text as a guide, generate a checklist of the features of cliff-hangers. You could display a list of questions for students to consider, such as:

- Where do cliff-hangers appear? (at the end of a text)
- What do cliff-hangers make readers question? (what will happen next)
- What emotion do cliff-hangers inspire in readers? (anxious/nervous on behalf of the characters, yearning to find out what happens next)

Use the checklist to assess cliff-hangers in other texts. You can find an example at the end of the comic serial Mudkin: A Tale of Tails, featured in this issue of Blast Off! Invite students to discuss the merits of the cliff-hanger, using the checklist they created.

## Experimenting

ACELA1492 | EN2-8B

**Identify** features of quoted speech, based on the examples in the text. Ensure students are aware that quotation marks appear either side of the exact words spoken and that exclamation marks and question marks belong inside quotation marks (e.g. 'It's a beastie!' cried Vern and 'It's not worrrrking?' she asked). Check students are aware that a comma should be used to separate quoted speech from the rest of the sentence when neither a question mark or an exclamation mark is used. (e.g. 'Just as I thought,' Jules commented).

Share an example of a time when you were afraid of something unknown (e.g. you heard a strange noise when you were in bed). Invite one of the students to interview you about the event. Prompt them to ask you questions about how you felt, what happened etc. Write a brief summary of the interview using appropriate speech punctuation for the parts you said.

# Homophones

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

## PART A

Read the story 'Jools and Vern and the Mystery of Loch MacNurk'. Now find homophones for each of the words below. Underline the word in the text then write it on the lines below.

witch _____	won _____	see _____
pear _____	sale _____	write _____
blew _____	new _____	scene _____
weigh _____	thyme _____	ewe _____

## PART B

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

1. Your or you're?

\_\_\_\_\_ going to be late! The party starts in ten minutes.

Is that \_\_\_\_\_ bag?

2. Wood or would?

\_\_\_\_\_ you like to come to my house?

The table is made of the finest \_\_\_\_\_.

3. Their or there?

Last time we were \_\_\_\_\_ it rained the whole time.

My friends said I could borrow \_\_\_\_\_ notes from the lesson I missed.

4. No or know?

I do not \_\_\_\_\_ if I will be finished in time.

\_\_\_\_\_, you may not play on the computer.

## PART C

Create a sentence for each of the homophones below. Use the back of the worksheet to write your answers.  
*knew* and *new*, *too* and *to*, *side* and *sighed*, *through* and *threw*

# Rats

story by Stephen Gard | illustrated by [Andrew Joyner](#)

Worksheet: **Emotions or actions**

## Understanding

ACELA1496 | EN2-8B

**Show** students a range of images and identify the salient feature (most prominent) of each. Highlight factors that influence the salience of each element within a frame (e.g. colour, layout, the subject matter and style of the individual objects).

Focus on the first image accompanying the text. Identify that your eye is drawn first to the characters dressed as rats. Reflect on how the placement of the individual rats (with one in front of the others) leads your eye to one particular point (front centre). Identify what this rat is doing (turning to look behind him, at the rip in his costume).

- Provide students with stickers or slips of paper and ask them to place a '1' here to show this was the most prominent element of the image.
- Place a '2' and '3' on what captures your gaze next (the two rats behind, in either order, the rat on the right, making an o with his mouth and the rat to the left with inverted eyebrows).
- Add a '4' to the fourth most prominent feature (the audience in the background).

Consider the use of colour (the rats are coloured individually whereas the audience are all shaded in the same colour, making the audience less prominent).

Instruct students to repeat this process, numbering elements of the remaining two images in order of most to least prominent. For the second image, the red curtains immediately catch your eye (1), which draws your gaze to the laughing fairies (2), before you notice the rats on looking glum (3). For the third image the giant's smiling face captures the viewers gaze first, due to its size and unique appearance (1) followed by Sister Hush in mid-air (2) the rats on the floor, foreground right (3) and finally the rat slipping over front left (4).

Students could use what they have learnt about salience to create an image of their own, using clip art or cut outs from magazines. Encourage students to use colour, layout and images to draw the viewers gaze to the most prominent element within the image.

## Connecting

ACELT1603 | EN2-11D

Use a sheet of paper to cover one half of your face at a time (either the lower half, including your mouth or the upper half, including your eyes). While half of your face is covered, use the remaining exposed part to communicate particular emotions. Have the students guess what the emotions are (e.g. communicating happiness either by smiling with your mouth or curling your eyes upwards and showing anger by frowning your eyes or pinching your lips together, depending which on half of your face is on show). Allow time for students to experiment with communicating emotions to their peers using only one half of their face.

Consider the first image accompanying the text. Highlight that although the characters faces are mainly covered by rat head costumes, their eyes and mouths provide clues about their emotions. Discuss what can be seen of their faces and the feelings these expressions reveal (inverted eyebrows and a downturned mouth for the character on the left, implying anger, raised eyebrows and gritted teeth for the character at the front, implying nerves or pain and an O shaped mouth for the character on the right implying surprise or shock). Consider what else can be seen in the image (an audience looking on).

Instruct the students to think of a time when they have felt similar emotions to those exhibited by the characters in the images in the story (e.g. anger, nerves or shock). Provide an example from your own life (e.g. I felt angry when my brother took my favourite book without asking then lost it). Add this as a thought bubble to the image in their copy of the magazine. Repeat this process with the remaining two emotions.

## Engaging critically

ACELT1604 | EN2-4A

**Identify** the repeated language in the text (It's Peter's play, It's about three brave rats, It's got... It's a good/pretty good play). Highlight how the narrator's opinion of the play changes as the story progresses ('good' is downgraded to 'pretty good', before concluding But it needs more practice). Divide students into groups. Provide each group with a reason why the author may have used repeated language (e.g. to create a lyrical feel, to highlight how the narrator's opinion of the play changes, to emphasise key points such as: it's Peter's play, or the repeated language happened by accident).

Instruct students consider the following questions in relation to their allocated reason:

- In your opinion, is your allocated reason accurate? Why/why not?
- Do you feel the reason you have been provided with is the only possible reason? Why/why not?
- Have you ever used repeated lines in a story or would you ever?
- What reasons would you have for using repeated language?

Class discussion on each groups responses to their questions. What does the class consider the best reason for the repeated language in this story?

### Experimenting

ACELT1605 | EN2-10C

**Highlight** the first line (WE GOT TO the church hall at ten past seven. We were a bit late, because on the way Mark's head fell off). Highlight that the reader's attention is instantly piqued due to the unusual opening with Mark's head falling off. Inform students that using an unusual opening line or paragraph can be a really effective way to encourage readers to keep reading a story rather than abandoning it.

Think of a recent event from your life, e.g. going to visit a family member. Identify something unique about it (e.g. the dog ate the meat that was waiting to be barbecued).

Present this as the opening line of an oral story (e.g. Shredded chicken bones were strewn throughout the garden). After each line of your story, invite the rest of the class to vote on whether they wish you to keep telling the story or not, based on how engaged they are. When the students deem they've heard enough, workshop ways of improving the final line, in a way to maintain listeners attention.

Students can repeat this process in pairs with their own stories.

# Emotions or actions?

Work in small groups to complete the following activities.

Act out three scenes from 'Rats'. After acting out the scene, discuss with your group what emotions the character was feeling. Record them on the sheet.

## Extract 1

'Not doing it,' said Mark. 'Going home.'

'Can't go home!' shouted Peter, 'cause it's my play! I wrote it!' He shoved Mark in the church door.

Emotion displayed	Character(s) displaying emotion	Action, sound or expression that reveals emotion

## Extract 2

You could hear the audience rumbling. I couldn't hardly see a thing. It was dark in the wings, and my eye holes were too small. Also, my nose holes were too small, so I couldn't hardly breathe. It was worse for Mark, because we had forgotten to make ear holes for him, so he couldn't hardly hear.

Emotion displayed	Character(s) displaying emotion	Action, sound or expression that reveals emotion

## Extract 3

The curtain came down, and Sister Hush rushed on in the dark and skidded in the blood. She couldn't hardly speak. She dragged us off the stage, and about ten thousand fairies rushed on and did a dance.

Emotion displayed	Character(s) displaying emotion	Action, sound or expression that reveals emotion

# Will Wonders Never Cease? Martians attack New York

Article by Zoe Disher | illustrated by [illustrator](#)

Worksheet: **Creating Section Headings**

## Understanding

ACELA1491 | EN2-4A

Select students to talk for as long as possible on a subject of your choosing. You could try ice-cream, summer, or texts shared as a class. Inform the students they can only say each individual word once (e.g. ice-cream). Have the rest of the class act as word spies, calling out 'repetition' if the student repeats a word. The student should continue talking until they repeat a word. Then it's time for someone else to have a turn. Repeat this process with a variety of different topics.

Reflect on the strategies used to avoid repeating the same word (e.g. using pronouns or noun groups in place of a word). For example: Ice-cream is delicious. It (pronoun) is the tastiest food I've ever tasted. That frozen snack (replace ice-cream with a noun group) comes in many flavours. Make a list on the board of any pronouns and replacement nouns/noun groups that students used during the game.

Highlight that writers try to avoid using repetition to prevent the reader from becoming bored. Highlight the first use of a noun group/phrase in the text and how subsequent mentions can be tracked back through pronouns. E.g. The War of the Worlds (first mention) is a classic science fiction story about Martians invading Earth. It's (pronoun to replace The War of the Worlds being used again) been made into movies and TV shows...

**Create** a fictitious news report, describing that Mudkin and his friends have been found living underground in caves. See Mudkin: A Tale of Tales, from this issue of Blast Off! Use pronouns and noun groups, to avoid repetition.

## Connecting

ACELA1498 | EN2-9B

**Identify** subject specific vocabulary in the text (e.g. produced, directors). Locate the meanings of these words using a dictionary (e.g. produced: make something using creative skills and director: a person who supervises the actors and other staff in a film, play, or similar production). Search for additional vocabulary, specific to radio and film production (e.g. bloopers: an embarrassing mistake, editor: the person who

puts the individual clips together etc). You can find a list of terms here:  
<https://www.vocabulary.com/lists/277003>

**Write**, film and edit short films with aliens as the topic. Form 'production companies' with groups of students. Allocate roles, based on the terms located through research (e.g. script writer, producer, editor, director, costume designer etc). You could use iMovie on the iPad for this. A [tutorial](#) on the basics of using iMovie could be needed.

### Engaging critically ACELT1603 | EN2-11D

**Create** a list of questions they could use to help identify whether the story was real news or fake news. Ask students to imagine they were around in 1938 when the play first aired.

Examples could include:

- Has news of a Martian attack been included in any other sources (e.g. news channels, newspapers etc)?
- Where was the information broadcast from (i.e. was it a regular news channel or one that features entertainment)?
- What new information does this source bring? (That Martian's are attacking)
- Does this information fit with what I already know (e.g. regarding the existence of life on other planets) and how I imagine such an event would transpire (would you expect to see concrete evidence, such as spaceships in the sky etc)?
- Who is the author/producer of the content and what kind of content do they usually produce (e.g. news/fiction etc)?
- What possible motive may the producer have for sharing this information (i.e. to share knowledge or to sell something, Martian repellent for example)?
- Are there any dates included in the information to identify whether the report is about something current/happening in real time?

**Discuss** the questions. Inform students that information we see on social media and online at times is also fake news. Reflect on how these questions could assist when viewing content online.

## Experimenting

ACELT1607 | EN2-10C

**Listen** to one of the [news reports that feature on the original play](#). You could try one of the initial reports, such as the one beginning at three minutes 30 seconds and running until four minutes 10 seconds. Ensure students comprehend the content of the report (several explosions of hydrogen gas have been seen on Mars and now something is heading towards Earth). Imagine you are listening to the news broadcast in 1938. Share emotional responses to it (e.g. fear, apprehension, panic).

**Form** small improvisation groups. Act out your response to the news broadcast in character as someone from 1938. Remind students to demonstrate their emotional response in the improvisation (e.g. panicking, screaming, crying etc).

Read the text. Highlight the fact that many people listening to their radios thought Martians really were attacking and panicked. The people ran out of their homes to escape and tried to flee the cities! Identify similarities between the emotional responses' students included in their improvisations and those felt by the American public at the time. Highlight that we can't believe that everything we hear or see is real.

To extend this further you could examine some age-appropriate fake news photos, such as some of animals. Reflect on the fact that [images](#) can be made to look real but they may, in fact, be fake. You could also play the [fake news quiz](#), and attempt to spot examples of fake news.

# Creating section headings

Information texts are often divided into sections, each with its own heading. Headings should:

- relate the main idea of the section
- be brief (one to five words is ideal)
- be catchy (and keep the same tone or style as the rest of the text).

Read the following paragraphs from 'Will Wonders Never Cease? Martians Attack New York' then work through the table to come up with a heading for each paragraph that meets the criteria mentioned above.

## Paragraph 1

The War of the Worlds is a classic science fiction story about Martians invading Earth. It's been made into movies and TV shows, but it was an American radio play that caused the most drama. Orson Welles produced the play in 1938. To make it realistic he included news reports of a Martian attack. The made-up reports described aliens firing death-ray guns, and machines attacking New York City.

## Paragraph 2

It turned out the reports were a bit too realistic. Many people listening to their radios thought Martians really were attacking. The people ran out of their homes to escape and tried to flee the cities. Newspapers later claimed over a million people across America panicked.

	Paragraph 1	Paragraph 2
The main idea of the paragraph		
Some catchy words or phrases that relate to that main topic		
My suggested heading for the paragraph		