

A Yawn

poem by Janeen Brian | illustrated by David Legge

Worksheet: **Personification**

Understanding

EN2-1A

Discuss: What is a yawn? How does it happen? Create a mind map in small groups and then share findings with the class.

Make a class tally of student yawns that happen during this lesson. At the end of the lesson write a response to the following question based on the class tally –Are yawns contagious?

Read the [Kids Health](#) article about yawns and the [CBC article 'Why do I yawn?'](#) Groups then return to their original mind map and in a different colour, add more information gleaned from these additional sources of information.

Create a video in which yawns are explained. Work in pairs or threes. For inspiration **view** the YouTube video by [SciShow kids](#).

Complete the following steps:

- Write a script of what each person or 'puppet' will say
- Set up the 'puppet's and backgrounds in the app
- Record your 'show' and share with the class

If technology is not available, students can make finger puppets and use desks or a cardboard box as a puppet theatre to present their 'show.'

Engaging personally

EN2-11D | ACELT1596

Before reading the poem, write a description of what happens to you when you yawn. Also include in the description whether you enjoy yawning or not, giving reasons. Suggested ideas include; mouth opens wide, sometimes makes a noise, eyes water.

Read the poem as a class.

Compare and contrast the description of a yawn in the poem with your own personal description. Complete a graphic organizer T-chart from [worksheet works](#) showing similarities and differences.

Discuss: Does everybody yawn the same way? Do other people experience something different? Begin this discussion as pairs or threes comparing experiences of yawning, then these pairs can report back to the class on whether they experience yawning in the same way or if they found any differences.

Engaging Critically

EN2-8B | ACELA1483

View the illustration and answer the following questions:

- What is the salient image?
- What are the main colours used and why?
- What do you notice about the way the boy is standing? Why is he standing like that?
- Where is the boy placed in the image and why?
- What is in the background?

Create a new illustration, changing one or all of the aspects examined in the questions (salience, colour, setting and the posture of the boy) to make an alternative picture that illustrates a yawn in a different way. An example might be that the new illustration looks down at the child giving a 'birds-eye' perspective, the child's open mouth is the salient image and the colours are more natural, earthy colours.

Play [Cannonball Cats](#) using an interactive whiteboard or similar. This game asks you to identify similes, personification, metaphors and hyperbole.

This poem uses personification throughout to describe a yawn.

List the things a yawn does in the poem, that are human actions. Suggested answers include (but not limited to):

Is born

Grips

Won't leave you alone

The poem also uses metaphors – in fact the whole poem is an extended metaphor.

Highlight the metaphors in the poem. Suggested answers include:

A yawn is a bother

A yawn is a pain

Experimenting

EN2-2A | ACELY1682

Write a poem using personification by choosing another abstract concept.

Suggested topics include:

- Frown
- Sneeze
- Smile
- Cough
- Laugh

Begin by imagining that the chosen topic is a person. Brainstorm what the person would look like, behave like and how they would interact with you. Then add to that brainstorm some adverbs to describe how the chosen topic might move or act (quickly, slowly, roughly). Then use these words and ideas to create your poem.

Take a photograph of yourself or a friend to use as an accompaniment for your poem, eg. student laughing. You should plan your photograph before taking it. Draw a sketch of what you would like your photo to look like: Consider the following in your planning:

- Where will the photographer stand? Close up or far away?
- What angle will be used? – taken from close to the ground, from above, or eye level.
- What will be in the background – a plain background or something detailed like a tree or road – or will there be people?
- What colours – this could be in the background or in a prop, or costume

Conduct some more research about yawns and create a listicle with facts about yawns. More information about listicles can be found on the [What's a Listicle?](#) web page.

Write a short story about a yawn. Use your imagination and the facts you have found out about yawns to develop a character, plot and setting. Challenge yourself to use personification and metaphors in your story. As an extension task, create a storyboard of this story, using a range of visual techniques to show the action and develop character.

Personification

Personification is when objects are given human qualities. 'A Yawn' has many examples of this.

Part A

Click on the sentences below that contain a human quality.

1. The train crawled up the hill.
2. The solitary cloud wept raindrops.
3. The last slice of chocolate cake was large and creamy.
4. My car hopped from one side of the road to the next.
5. That bruise on my arm was getting bigger.

Part B

Look at the sentences below. Click on the sentences that contain personification.

1. The lava from the volcano swallowed everything in its path.
2. A yawn peels your lips.
3. The house was warm and cosy.
4. A yawn grips your jaws.
5. The bush ire ran through the property.

Part C

Add your own human attributes to each of the following objects.

1. The wind _____
2. The chair _____
3. My bed _____

Part D

Think of an object that is important to you—for example your bed, your house. Use the space below to write a poem that includes personification about the object. You can use the examples above to help you.

Changing Tales: Yan and Zhi of Guangxi

Story by Claire Catacouzino | illustrated by Marjorie Crosby-Fairal

Worksheet: **Plan your own changing tale**

Understanding

EN2-4A | ACELY1680

Discuss the following before reading the story:

- What does it mean if a story has a moral?
- Can you think of any stories that have morals?
- Have you ever heard of a fable?

Visit this website about [Ancient Chinese Fables](#). Respond to the following tasks:

- Why did people in Ancient China tell fables to their children?
- For each of the two stories provided on the webpage, identify what lesson is being taught in the story.

You may like to have students complete the questions in their workbooks or use these as group discussion prompts.

Conduct a moral dilemma.

Read the story Changing Tales: Yan and Zhi of Guangxi until the line 'We could steal from them?' Read the options in red. Stop reading there and close all magazines.

Conduct a class tally, each student voting for the option they would choose.

Form pairs. Each person in the pair must take a side – to steal or not to steal from the government official. Do a game of 'scissors-paper-rock' to decide. Then, take turns to give a short persuasive speech to your partner outlining why you should steal, or not steal from the government official. A confident pair may volunteer to perform their justifications to the class.

Read the rest of the story – both options. Write a one paragraph response to the following question: What life lesson can readers learn from reading the story of Yan and Zhi of Guangxi?

Connecting

EN2-11D

Text-to-text

Discuss the story of Yan and Zhi teaches a moral lesson. Read the story of Jun – [The Empty Pot](#) at stories to grow by.

In both these stories, the children face an important choice that affects their future.

Re-write the story of Jun, with two options as shown in 'Changing Tales.' When writing consider:

- What are the two choices available?
- What is the end result for the two choices?
- What is the lesson learnt?

Text-to-self

Have you ever faced a difficult choice in your life? Were you ever swayed by a peer to do the wrong thing? **Write** a recount of a time when you had to choose between doing the right thing, or doing something that may not be right, but could be quite rewarding. What happened in the end? Did you learn a lesson? Did you get caught doing the wrong thing? Were you rewarded for doing the right thing?

Experimenting

EN2-2A | ACELT1601

Design your own 'choose your own adventure' story with at least two options to choose from. Use the steps outlined in the [Plan a 'Choose your own adventure story'](#) webpage. Challenge yourself to create a problem for the characters in which there are two possible solutions, one of which is the right thing to do.

Write the script of the conversation between Yan, Zhi and their parents when they return home from their day in the fields. You can choose one of two options:

Option 1: When they return home after being captured for stealing from the government official

Option 2: When they return home with two pigs

Re-write the story 'Changing Tales' 'Yan and Zhi of Guangxi' in a modern, Australian setting. In the modern setting Yan suggests stealing something and then two options are given. Some suggestions for a modern setting could include school, weekend sport, the supermarket, the newsagent or a friend's house.

Reflecting

EN2-12E

Write an article to be published in your school newsletter reflecting on what you have learnt about making the right choice when facing a moral dilemma. Include examples from 'Changing Tales: Yan and Zhi of Guangxi' and the other fables you have read. You may also like to choose typical scenarios from school and home life and suggest the way that students should respond and behave.

Plan your own changing tale

My changing tale is called:	
Moral lesson your tale will illustrate: (Example: Don't try to cover up the truth.)	
Characters: (Example: a brother and sister)	
Set the scene: (Example: two children are playing cricket in the park and hit the ball through the window of a neighbouring house)	
The moral lesson expressed as a catchy phrase: (Example: Those who try to prove their worth often lose what they treasure)	

Write your tale on a separate paper. Remember to include two options for how the tale may be resolved.

Origami

Article by Karen Jameyson | illustrated by Andrew Joyner photos by Dreamstime

Worksheet: **Locating information and inference**

Understanding

EN2-11D | ACELT1603

Create a timeline showing the history of origami and how its popularity increased across the world over time. To support students with additional needs the following events from the article can be printed onto flashcards, shuffled and students place them in the correct order. (please note the dot points are presented here in the correct chronological order)

- 105CE Paper invented in China
- Ancient Chinese burial rituals included folded paper items
- 8th Century CE Paper made its way to Japan
- Japanese religious rituals incorporated folded paper
- Japanese people used origami for practical purposes like making wrappers and boxes for small items and herbs or making paper purses.
- 1860s – a group of Japanese conjurers toured Europe, including origami in their theatre shows
- Robert Harbi demonstrated origami on British Television and shortly after published origami books.
- 1973 – Nippon Origami Association founded in Japan

Make a table with three columns showing how the purpose of origami can be practical OR for entertainment OR for cultural ceremonies or events. Students complete the table using the information in the article. A sample is shown below:

Practical uses for origami	Origami for entertainment	Origami in ceremony
Folded paper wrappers to hold herbs	Children making animals	Throwing paper dolls into a river to take evil spirits away

Connecting
EN2-8B | ACELY1678

Text-to-text

Read 'How to Make an Origami Fortune Teller.' found on pages 23-25 of this issue of Blast Off!

Complete the table below comparing each text.

	'Origami'	'How to Make an Origami Fortune Teller'
Text type		
Purpose		
Language used		
Structural features		

Discuss the following:

- Why is the language used different in each text?

Sample response: The information text 'Origami' uses engaging language features such as rhetorical questions and speaks directly to the reader using inclusive words like 'you.' It uses casual language like 'real whiz' and 'word was truly out.' It uses subheadings to divide the content into sections. The procedure 'How to make an Origami Fortune Teller' also uses the word 'you' to speak directly to the reader, but the style is more formal and structured. It has subheadings, and within those there are dot point lists as well as numbered steps. This is because the purpose of the procedure is very specific: it is designed to instruct people on how to make a fortune teller.' The information text has a broader function and so it can be more conversational in style.

Text-to-world

Investigate how modern technology is making use of origami. Use the following websites/articles:

- [How the ancient art of origami is inspiring cutting-edge technology](#)
- [6 ways the centuries-old art of origami is bringing us the future](#)

Form small groups (3-4 students) and focus on one aspect of modern technology that is influenced by origami. Use Prezi, PowerPoint, Keynote, Sway or another app you are familiar with, to design and deliver a short presentation about this new technology and how it uses features of origami in a different and innovative way.

Your purpose is to convince the audience that your new application is the most exciting and by far the best modern application of origami. You need to use persuasive language techniques for this task.

Experimenting

EN2-11D

Write a letter to a friend about your theatre experience and how you couldn't believe your eyes! Imagine you were at one of the magic shows in Europe where you saw a Japanese Conjuror make a paper bird with flapping wings. You had never seen anything like it before! Perhaps, after the show, you tried to make something from folded paper yourself – was it difficult? What did your friends, who saw the show with you, think? You may like to use the letter generator from [Read Write Think](#).

Research some different origami animals that can be folded out of paper. The [Origami Resource Centre](#) is a great place to start. Find video tutorials or instructions and make some origami animals.

Write a script of a short play in which the origami animals you have created in the previous activity are the characters. Perform the play with a partner, using a cardboard box (or a puppet theatre) as a stage. You may like to add skewers, paddle pop sticks or string to turn your origami creations into puppets for the performance of your play.

Write a haiku about origami. Use the haiku interactive from [Read Write Think](#). Draw an illustration to accompany your haiku.

Reflecting

EN2-12E

Write a speech for the class on the following topic:

Are ancient crafts and technologies best left in the past?

Consider:

- What you have learnt about Origami from the article in this issue of *Blast Off!*
- Your research on modern applications of origami techniques
- Your personal opinion on the topic
- Use persuasive techniques to convince others of your stance
- Give evidence to support your points

Speeches may be presented live to the class or filmed.

Locating information and inference

Read 'Origami' and answer the following questions.

1. Where does the word 'origami' come from?

2. Where was paper invented?

3. In what decade did Japanese conjurors amaze audiences with their folded paper bird?

1970s 1860s 1730s 1920s

4. How did magicians practically hypnotise their audiences?

5. What do experts believe is the real secret of origami?

6. Why do you think origami has become such a popular hobby?

7. Who can make origami?

8. List three things to remember when making an origami creation.

The Day Our Mum Went Crazy

Story by Belinda O'Keefe | illustrated by Lesley Vamos

Worksheet: **Compare text openings**

Understanding

EN2-4A

Read the name of the story 'The day our mum went crazy.'

Brainstorm things that would make your mum, dad or carer go crazy.

Read the story until the line 'really lost the plot' on page 28. Predict what mum will do next.

Read the rest of the story. Summarise what mum did in the story when she 'lost the plot.'

Compare your prediction, with what happened in the story – did you guess the ending?

Discuss the theme of the story using the following questions:

- What is the problem in the story?
- What lesson can the readers learn from reading the story?
- How does Mum teach the lesson?
- Do you think this was an effective way to teach the lesson?
- What other ways could the mum have responded?
- Do you think the children learnt their lesson?
- Who did the children blame?
- Is that fair?

This story is a narrative poem. **Discuss** the following:

- Does this story look like a poem?
- How do we know it is a poem?

Circle the sets of rhyming words.

Make flashcards using blank cardboard cut into flash card size. On each card put one of the circled words from the story. Work in pairs.

Play 'snap' with the flashcards – snapping when two words that rhyme with each other are placed on top of one another. When the snap game is over, use the pairs you have collected to **write** a short rhyming poem.

Connecting

EN2-10C | ACELT1607

View 'The day mum became a monster' by Jade Maitre

Complete a Venn Diagram comparing the video and 'The day our mum went crazy.'

Imagine the mum in this story was friends with the mum in 'The day our mum went crazy.'

Write a script of a telephone conversation these two mums would have with each other after their children had gone to bed. Consider the following:

- What their children did that day
- How they felt – consider if they felt the same thing or different emotions
- How they acted – and if they would act the same way again if they could go back and do it again
- If they think their children learnt a lesson

Work in pairs, each taking of the role of one of the mums from one of the story, passing the paper back and forth between you.

Engaging Personally

EN2-12E

After reading this story, reflect on your own behavior at home. What do you do that might be very annoying for your parents or carers? **Write** a letter to your Mum, Dad or carer. Tell them about what you have learnt from reading this story and how you might change your behavior in future so that they don't 'lose the plot' or 'go crazy' like the mum in the story.

Experimenting

EN2-2A | ACELT1791

Choose an idea from your earlier brainstorm about what would make your mum, dad or carer go crazy. **Write** a story telling the story of 'the day our _____ went crazy.'

Use the traffic light system for differentiation:

Green – Write a narrative plan using dot points to show what would happen

Yellow – Write the narrative

Red – Write a narrative poem, using rhyme

Re-imagine the story, **create** a storyboard showing 'The day the kids when crazy.' Think about something that a parent might do that would upset children and tip them over the edge. Suggested ideas – parents talking on the phone all the time or working on the laptop on the weekend or parents implementing a new rule like 'no TV until Friday.' Consider:

- The trigger behavior in the parent
- The 'crazy' behavior in the child
- A resolution – is a lesson learnt?

In the storyboard, students should make use of a range of viewing angles, colours, framing and salience.

Design and create a Thank You card for the mother in the story, from her children. Think about:

- The design/picture/illustration on the front
- The text inside
- The handwritten message from the children

Compare text openings

Authors use a variety of techniques to hook a reader's interest. See if you can find any of the following in the examples on this sheet: (rhetorical) questions, starting in the middle of the action, dialogue, introducing a first person narrator, humour, suspense ... Can you add more of your own?

Read the following openings, then read the three questions below them. The first opening is from 'The Day Our Mum Went Crazy' and the second is from the 'Origami' article.

IT'S NOT THAT we were messy - we were just a little lazy; we didn't think a sock or two could drive our mum so crazy.

1. What 'hook' technique(s) did you discover?

2. Does the opening make you want to continue reading the story? Why or why not?

3. What information about characters and setting did you find? Can you find clues from the illustration?

How are your magic skills? Magic? you ask. What does magic have to do with this article? How about if I asked you to make an ordinary piece of paper fly across the room? If you're like many Blast Off readers, you have at least a vague idea of how to fold a paper plane.

4. What 'hook' technique(s) did you discover?

5. Does the opening make you want to continue reading the article? Why or why not?

6. What is the topic of this article?
