

Where Robbie Came From

story by Margrete Lamond | illustrated by [Kerry Millard](#)

[EN2-1A | ACELY1687](#)

Analyse the misunderstandings in the text and compose clarifying questions to strive for clearer communication.

Discuss the causes of much of the conflict between the characters in the story, ensuring students identify that it mainly occurs due misunderstandings between Robbie and the two girls, Junie and Lisette. Identify the key misunderstandings, using post-it-notes to label them as they arise in the story. Sample answers include the following:

- Robbie tells the girls he's from Mars and they assume he's being sarcastic
- Robbie is not aware his grandad's name is Mr. Parkes
- Robbie tells Junie and Lisette that he's been told to make friends with the girls next door, without realising he's already speaking with them
- Robbie feels personally affronted when the girls say they don't like people from Mars as he believes he and his dad are from Mars
- The girls tell Robbie to stay away and he is unsure how that will be possible as there isn't much space in the yard
- Robbie does not understand why Lisette says he cannot laugh at his own joke
- Robbie is unsure why he cannot be his own friend as the girls claim

Discuss suggestions for avoiding misunderstandings when interacting with others. Sample answers include, striving for clearer communication, asking clarifying questions before reacting if unclear of the other persons meaning.

Place students in groups and allocate each group one of the misunderstandings from the story, listed above. Tell students to discuss clarifying questions the characters could ask to avoid misunderstanding they've been allocated.

Provide examples, such as, for the first misunderstanding:

- Do you mean you're from the planet Mars or are you referring to somewhere else?
- Are you joking about being from Mars?
- Experiment with asking clarifying questions by completing the following:

Instruct students to describe their own home to another student using clear communication. Tell the student who is listening to the explanation to draw a plan of the layout, either a birds-eye-view or a sketch. Instruct the students who are sketching to keep their pictures hidden from their partner for now, as the goal here is to strive for clear communication.

Instruct these students to ask clarifying questions where necessary as they sketch, telling them to note the clarifying questions they ask.

Allow time for both students to experiment in each role.

Share the sketches, discussing the clarifying questions students asked and how these helped with eliminating misunderstanding.

Punctuating quoted speech

Punctuating speech is easy once you've got the hang of it. The activities below will help you remember the rules.

When punctuating quoted speech we use:

- quotation marks around the spoken words
 - a capital letter for the first word of the sentence
 - present tense for the quoted speech but not for the tag e.g. 'she asked'
 - question marks, exclamation marks or a comma within the quotation mark.
- Here's an example: 'That's okay,' said Robbie. 'I'll be my own friend.'

PART A

Put a cross in the box to indicate if the sentence is punctuated correctly.

1. 'I eat my lunch every day,' Ahmet stated cheerily.
2. Alyssa stated proudly, gymnastics is my favourite sport.
3. Dad shouted, 'We're almost there!'
4. There's no wind! the kite won't fly, Jamal shouted.

PART B

Rewrite the following sentences with the correct punctuation.

1. I love going on holiday Kate said.
2. I whispered when will this class end.
3. How many would you like today he asked.
4. Luke's mum shouted Luke come here.
5. How many dogs will fit in the car Mario asked.
6. Everyone sit down the teacher exclaimed.

PART C

Imagine that one of your friends is trying to convince their mum or dad to let them have a pet. Write a brief paragraph, including dialogue between the two characters. Remember to use the correct punctuation.

Will Wonders Never Cease? The Only Way is Up

article by [Zoë Disher](#) | photos by Dreamstime

EN2-2A | ACELY1694

Examine the style of subheadings used in the article and experiment with using idioms to organise content in an information report.

Discuss the subheadings, ensuring students identify that the words when combined together form the idiom, up, up and away. Identify the information in each section and how it relates to the particular subheading. Sample answers are provided in the table below:

up	up	away
features information about helium, and how this causes balloons to rise	Includes information about how the helium escapes, relating to why the balloons will not stay up for long	Features information about what happens when balloons are released and float away

- Experiment with using idioms as subheadings when creating an information report, by following the steps below.

Tell students they'll be using another idiom to organise information in an information report. Display the idiom, sparks will fly. Direct students to the article, [Firework Facts for Kids](#), on Kiddle, for information about fireworks.

Allow time for students to read the information before sorting it under the headings, sparks, will and fly. Tell students to cut and paste the information from the website that relates to each of the headings. Alternatively, students could record the information using audio recording software.

Sample answers include:

sparks	will	fly
what causes fireworks to spark (it being an explosive pyrotechnic device)	the effects fireworks will produce when lit (four effects: noise, light, smoke, and sometimes produce floating materials, such as confetti)	examples of the names of types of flying fireworks (cake, crossette, chrysanthemum etc.).

Instruct students to use the information to create a brief presentation for a neighbouring class about fireworks. Students can insert images found using internet searches and audio files found on sites such as findsounds.com

Tell the audience to listen out for the subheadings then discuss the following questions:

- How did using an idiom as subheadings impact on viewer interest?
- Would you consider using idioms as subheadings? Why/why not?

Extension

Direct students to a list of idioms online, such as the page, [68 Examples of Idioms for Kids](#), on YourDictionary. Instruct students to select one of the idioms to use as subheadings. Tell students they must select a topic that relates to the subheadings they choose, for example if they choose the idiom, right as rain, they should research information about rain. Provide an example, such as under the subheading, right, they might include the ways rain is right for the planet, and under rain, they could place information about how rain occurs.

Awesome Orange Orbs

activity by Catherine Simpson | illustrated by [Peter Sheehan](#)

[EN2-9B](#) | [ACELA1493](#)

Evaluate the use of verb groups/phrases and noun groups/phrases and experiment with using these in a procedure.

Provide students with a copy of the What to Do section, where the adverbial and adjectival phrases featured in the have been covered.

For example, the first few steps would read:

1. Put your orange on a flat surface.
2. Cut about 1cm off the top.
3. Scoop out the orange's insides.

Discuss questions students have about the instructions. Sample answers include, why the orange should be placed on a flat surface, where should you cut 1cm from, what should you use to scoop out the orange's insides.

Reveal the original text, highlighting that these elements have been included as either verb groups/phrases and noun groups/phrases. Ensure students are aware that verb groups/phrases are groups of words without a finite verb, that add more information to the verb while noun groups/phrases perform the same function, adding more information in their case to the noun.

- Experiment with using verb groups/phrases and noun groups/phrases by completing the following:

Place students in groups and provide them with a range of materials, suitable for building towers. Ideas include: cups, straws, blocks, erasers, pencils. Discuss types of towers students could build. [Building Without Blocks](#), from HandsOnAsWeGrow.com has plenty of suggestions.

Instruct students to build their towers before composing a procedure on how to build a similar tower.

Instruct the groups to work together to add adverbial or adjectival phrases to the instructions to add greater clarity.

Pair the groups up, and instruct them to share their procedures with each other. Tell each group to follow the procedure to construct a tower in the style outlined. Discuss how easy the instructions were to follow, reflecting on how the addition of verb groups/phrases and noun groups/phrases made the information clearer to follow.

Winter Thrill

poem by Jackie Hosking | illustrated by [Marjorie Crosby-Fairall](#)

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

Analyse and experiment with placement of objects within a frame.

Prior to the lesson, conceal the text using a post-it-note or other method so just the illustration is visible initially. Discuss what students' eyes are immediately drawn to in the illustration. Most likely students will conclude their attention focuses on the flowers, or possibly the tree or the people. Discuss students' choices, encouraging them to explain their reasoning. Sample responses might include, the element was eye-catching due to its position or the colours used.

Discuss the position of each of the elements within the frame, ensuring students note the following: that the flowers are front and centre, in the bottom half of the frame, the tree takes up much of the right-hand corner and that the people are much smaller and towards the back of the frame.

Discuss predictions about the subject matter of the poem based on the position of the elements within the frame. Most students will likely conclude the poem focuses on the flowers, the countryside, or the season of winter, by making inferences about the warm clothes worn by the people and the leafless tree.

Reveal the text and read the poem, highlighting that the subject matter is the flowers, Jonquil Daffodil.

- Experiment with the placement of elements inside a frame by completing the following:

Place students in pairs and provide each pair with a copy of the poem. Give students scissors and instruct them to cut out the individual elements of the image separately (e.g. the flowers, the large tree in the top right of the image, the people, the blue sky and the trees in the foreground).

Provide students with a frame, created by using strips of paper to form a rectangular outline or instruct students to draw a frame on paper.

Tell students to use their cut out objects to experiment with altering the position of elements within the frame. The goal here is to end up with a different object front and centre from the original. Provide examples, such as placing the leafless tree in the front and centre and the flowers in a top corner or the humans at the front. Allow time for the students to decide how to compose their new images within the frame.

Tell students they'll be writing a brief poem, with the object they placed front and centre within their frame being the subject matter of their poem.

Discuss the following questions:

- what do you like most about the element you have placed front and centre in the image?
- how does this object remind you of winter?

Provide examples such as, when trees shed their leaves in winter, you are provided with a better view of the surrounding countryside or that getting wrapped up in hats and scarfs makes you feel cosy.

Instruct students to write a brief stanza about the element they have selected.

For an added level of challenge, analyse the rhyming pattern in the poem, noting how it follows an ABAB pattern, with the first and third lines and the second and fourth lines rhyming.

Provide an example of a poem that follows this rhyme, such as:

Trees naked, leaves stripped,
Means I can see far and wide,
My view is suddenly flipped,
The countryside no longer can hide.

Display success criteria, such as:

- Focuses on the element placed front and centre within the frame
- Follows an ABAB rhyming pattern (if choosing to include this additional element of challenge)

The Mystery of the Missing Feathers

story by Tamara Moss | illustrated by Ana María Méndez Salgado

EN2-8B | ACELY1690

Analyse a fictional world to identify ways authors make their worlds relatable and experiment with creating a fictitious world.

Read the story then discuss the following:

- What do I recognise from my own world?
- What makes this world different from my own?

Sample responses provided below:

What do I recognise from my own world?	What makes this world different from my own?
Seeing ramshackle cottages or vacant blocks of offices or even an empty bit of land in your neighbourhood	These places are hidden magic factories
flowers blooming, rainbows, dewdrops on the lawn, butterflies exiting cocoons, your tongue having a tingly sensation after you've eaten a sour lolly	These are all caused by children working inside the magic factories
Feathers from birds	Jack using them to make people sneeze

Discuss the problem Jack faces (someone steals his feathers). Highlight that this reveals this fictional world upholds the same values around stealing as in the real world.

Inform students that when authors craft imaginary worlds, they include a mixture of elements we recognise with those that are fictitious.

- Experimenting with creating a fictitious world by following the steps below:

Provide students with a list of places in your local area, such as:

- Beaches
- Forests
- Parks

Discuss how each of these could be something other than they seem. Provide examples such as the beach is secretly a sand counting facility for students in an invisible species, the forests are secret tree societies.

Model selecting one of the values listed as most important in our society, from the article [The World's Most Influential Values](#), from the World Economic Forum.

Place students in groups and tell them to select a location from the real world and a value.

Instruct students to compose a brief fact pack about their world. Tell them to include elements, such as a map, a list of characters, a challenge they might encounter, the values the characters hold. For examples of story elements such as maps, students could examine the map on [Narnia's Maps](#), on Narnia.com

If time allows, students can use the information they have crafted about their fictional world to create a brief story, either writing it down, or acting it out and videoing their performances.

My Nose

poem by Robert J Schechter | illustrated by [Greg Holfeld](#)

[EN2-2A](#) | [ACELY1695](#)

Compose and redraft poems to ensure the best rhythm and flow.

Analyse the poem, My Nose.

Read the poem and identify the subject matter (the position of the nose on a person's face). Discuss how the poet has varied the sentence lengths, ensuring students identify that the sentences vary between being a line, a stanza or even two stanzas long. Highlight that the poet hasn't been bound by one particular style, and has instead selected the length of sentence that best fits each individual idea.

You may like to contrast this with another poem such as *What Are They?* also found in this issue of Blast Off. Highlight that in *What Are They?* each stanza forms one sentence, and therefore follows more of a set pattern.

- Experiment with composing poems with varying sentence lengths by following the steps below:

Discuss reasons for moving facial features to a different position by displaying the following questions:

- What is the purpose of each feature (e.g. eyes to see, ears to hear etc.)?
- What could you see if your eyes were on the side of your head? (e.g. people approaching)
- How might it impact your hearing if your ear was at the front of your face? (e.g. you might hear conversations more clearly)
- What other facial features could you move or change, to improve their function? (e.g. you could add an additional mouth, to allow you to taste two things at once)

Tell students they'll be redesigning a face, to improve the function of one of the features.

Place students in pairs and provide them with hands on materials such as a Mr. Potato Head to redesign a face or with access to an online design program such as Microsoft Paint. If working in an online program, students can insert multiple images of facial features before manipulating them. See [Can I Insert Two Pictures to Work Side by Side](#) on AnswersMicrosoft for more information on inserting multiple images into Paint. Alternatively, students could be provided with a printed outline of a face for them to use to design a new layout, from sites such as [Picklebums](#).

Instruct students in their pairs to compose a brief poem about the facial feature they have chosen to move and the reason for their choice. Encourage students to vary the length of their sentences, based on whichever length best fits each idea.

Tell students they can choose whether they wish to make the lines rhyme or not.

Provide an example such as:

My eyes help me see.

I can see so much more clearly,

When my eyes are free to sit,

At the back and not the front of my head.

Once students have completed their poems, match pairs together to form groups of four students. Instruct each pair to share their poem with the group.

Inform students that poems take lots of redrafts to not only capture the ideas but to do so in a way that sounds catchy to readers.

Tell students to read their poem aloud, to listen to how it sounds and the flow.

Instruct students to work as a group, editing the poems to enhance the flow.

Provide the following checklist to support students as they edit:

- Does the poem include information about the facial feature and the reason for moving it?
- Does the poem include sentences in varying lengths?
- Does the poem flow and sound catchy?

Bubbling Bubbles

article by Karen Jameyson | illustrated by [Kerry Millard](#) | photos by Dreamstime

[EN2-6B](#) | [ACELY1689](#)

Create a digital presentation on the topic of ball games.

Analyse the information included in the article.

Identify the particular information on bubbles featured in the article. Direct students to the subheadings to assist with this. Sample answers include: how bubbles are made, what bubbles are, why bubbles are made, bubbles in the past, bubbles in the present, bugs that use bubbles/special features of bubbles.

Highlight how these can be simplified to sections that relate to the following: how, what, why, past, present and special features.

- Create a presentation on ball games by completing the following:

Discuss what students know about ball games. A simple [KWL chart](#), like one found on the site Facing History and Ourselves, could be useful for recording responses.

Place students in groups and instruct them to complete the first column, listing what they already know about ball games. Use the subheadings identified earlier to guide students responses, considering elements such as how ball games are played (with a ball, with or without a court/pitch depending on the game), what ball games are (games played using balls), why people play ball games (for fun, for entertainment, for exercise).

When it comes to identifying ball games from the past, instruct students to note what they would like to know, in the second column of their KWL chart that's labelled W. Provide example such as, what ball games were played in the past, when were games like soccer invented.

Refer students to articles such as [Ball Games](#), on The British Library site to allow them to research the questions they've generated.

Instruct students to compose a digital presentation on the topic of ball games, using the key elements featured in Bubbling Bubbles to direct which information to include.

Tell students to locate images online, film footage of themselves playing a ball game and record narration as a voice over, when compiling their digital presentations. Students can use editing software such as iMovie or Adobe Rush to edit the separate elements together.

Alternatively, students can present their information as an oral presentation, including images and real-life demonstrations of themselves playing ball games where appropriate.

Match groups together and share presentations. Provide the group not presenting with the same KWL chart. Instruct them to note any questions they might still have about ball games, after listening to the other group's presentation, in the second column labelled W.

Discuss responses, identifying the most common questions students had when listening to the presentations. If necessary complete further research to find the answers to the generated questions.

Instruct students to edit their presentations to include the additional information.

Students can record brief notes on what they have learnt in the final column of their KWL chart, labelled L.

Comprehension questions

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

1. What exactly is a bubble?

2. Why do bubbles pop? Provide an example.

3. Why are bubbles important to the violet snail?

4. Why do you think people are so fascinated by bubbles?

5. Why do you think bubble blowing has been popular since the eighteenth century?

6. Name two things that you discovered about bubbles that you didn't know before.

What Are They?

poem by Val Neubecker | illustrated by Cheryl Orsini

EN2-4A | ACELY1692

Compose a poem, keeping the subject matter secret until the end, following the style of the text.

Analyse What Are They?

Provide students with copies of the poem, where the illustrations are covered or removed. Tell them not to begin reading the poem yet.

Place students in pairs and provide each pair with post-it-notes.

Inform students that the goal is to identify the subject matter, by reading the least number of lines possible.

Read the first couplet together, instructing students to turn over their paper once they've read it, to avoid reading on. Instruct students to discuss their ideas about what the poem is referring to, before jotting their idea on a post-it-note. Tell students to label this post-it-note with the number one and their name, before placing them all in one big pile.

Check the post-it-notes, searching for any correct guesses. If you find one, place this separately.

Repeat this process with the second couplet, telling students to label the post-it-note with their guess with the number two before placing it in a pile.

Again, discreetly place correct guesses separately.

Continue this process, stopping after each couplet and making guesses, until you reach the end of the poem.

Reveal the subject matter and share which group/groups identified the subject matter first.

Discuss how many couplets most students needed before they were able to identify the poem is about pyjamas. Highlight how the most obvious clues come towards the end of the poem.

- Compose a poem featuring clues, by following the steps below:

Model selecting an item, such as sandwiches. Discuss facts about this item, for example, it has two matching pieces on either side, it can be filled with a range of items, it can be transported easily.

Order these clues from most to least obvious, for example, the clue that it features two matching pieces might be obvious, whereas the fact it can be transported easily may be a more challenging clue.

Model composing a brief poem, titled What is it/are they? Sample answer provided below:

I can be carried wherever you go,
Placed in cupboards high or low,
I'm comprised of two pieces that match,
Filled with delightful morsels to catch.

Place students in pairs and instruct students them to select their own item.

Tell students to identify clues about their chosen item. Instruct students to compose a poem featuring these clues.

Pair students with another group and see how many clues it takes for the other group to identify the subject matter. Allow time for students to rejig the order of the clues if they find the subject matter is too easy to identify early on.

Alien Art Attack

story by Bill Nagelkerke | illustrated by [Jenny Tan](#)

[EN2-4A](#) | [ACELT1604](#)

Experiment with using dialogue to craft realistic characters.

Analyse dialogue in Alien Art Attack, to discover what it reveals about the characters.

Prior to reading the story, display the following extracts, informing students they are dialogue from the text:

The classroom is looking absolutely wonderful... There's just a little bit of tidying up left to do. Does anyone want to help me once they've finished lunch?

Quickly now, before the Earthlings and their Earth Mother return.

Place students in groups. Instruct them to make a brief sketch of what kind of character may say the lines of dialogue above. Tell students they can add labels if they wish. Remind students to look for clues in the dialogue.

Discuss responses. Ensure students have sketched a teacher for the first extract (highlighting clues such as, classroom and tidying) and some kind of alien for the second extract (highlighting vocabulary such as Earthlings and Earth Mother).

Read the story, Alien Art Attack. Discuss further words or phrases that provide insight into the fact the aliens are not from Earth. Sample answers include: Space Study-Tour (referring to the aliens visiting Earth), Ship (meaning aircraft), Earth Mother (teacher), Altcam (transformation machine), velocipede containment-sheds (bike sheds), education environment (classroom), small Earthlings (children), little Earthlings (child), off-planet (meaning travelling into space).

Inform students that when crafting characters, it is important to consider words and phrases they might use, to allow the reader to have a clear sense of the world they inhabit. Tell students that this allows characters to develop their own unique voice and way of talking.

- Experiment with using dialogue to help craft characters by following the steps below:

Display the following list of potential characters:

- An elderly lady
- A teenager
- A grumpy dog
- A hopeful wizard

Discuss vocabulary each of the characters may use. Encourage students to imagine they are the character and tell them to be as creative as they can. Sample answers are provided below:

An elderly lady	A teenager	A grumpy dog	A hopeful wizard
Young man/woman Dearie When I was a girl...	What's up This is so unfair I'm going to make a Tik Tok	Those dreadful humans... It's worse than losing my bone... Dratting cats	Magical magic Wizzardly wizz Which star did I leave my magic wand on?

If you have a digital subscription, students can complete the interactive activity online now.

Place students in pairs and instruct them to create a brief role-play acting as characters from the list above or ones they select themselves.

Tell students to use words and phrases to reveal the identity of their character. Instruct them to avoid directly revealing who their character is just yet.

Place the pairs into small groups of other students and instruct them to take turns sharing their role-plays.

Instruct the other members of the group to identify of the characters based on the words and phrases they use.

Equipment profile

Read the text 'Alien Art Attack'. In the story, the aliens use a piece of equipment called an 'Altcam'. Complete the equipment profile below using information from the text.

Name: Altcam

What is it used for?

How does it work?

Create an equipment profile for a piece of equipment you'd most like to own—perhaps a machine that would enable you to fast forward moments you find boring?

Name:

What is it used for?

How does it work?

Exciting Times

play by David Hill | illustrated by [Aśka](#)

EN2-4A | ACELY1692

Examine illustrations to infer events in a story and experiment with including multiple points of view in an image.

Prior to the lesson, separate the illustrations that accompany the play, into the following groups, either photocopying and cutting the images or creating a digital version:

1. the first four images on page 31,
2. the image at the top of page 32 and 33 where the elderly woman looks angry,
3. the two images below this one, where the man is running from the shop and Zeb and Mario tackle him,
4. the police officer reprimanding Zeb and Mario
5. the four images of the painter, including the one at the end

Place students in pairs and allocate each pair one of the sets of images. Do not allow them to see the images the other groups have been allocated just yet or to see the story.

Instruct students to discuss the images, using the questions below to guide their responses:

- What do I see?
- What might be happening/what could be the event portrayed in the image?
- What might have happened in the story immediately before this event?
- What might happen next in the story?

Sample responses provided in the table below, based on the first set of four images, found on page 31:

What do I see?	What might be happening/what could be the event portrayed in the image?	What might have happened in the story immediately before this event?	What might happen next in the story?
Two children relaxing then approaching an elderly lady and trying to take her bags before she calls for the police	The children are trying to steal the lady's shopping	The children might be hungry and have planned to steal from the next person who came past with shopping bags	The police might arrest the two children

Instruct students to improvise dialogue between the characters to show what occurred prior to the event, the event itself and what might happen after. Students can record their dialogue using audio recording software, such as Voice Memos on IOS or Audacity on a PC, or make brief notes.

- Examine the contrast between the images and events in the story, by completing the following:

Read the play. Discuss whose point of view the images portray (the characters who are not Zeb and Mario), highlighting how Zeb and Mario's interpretations are often very different.

Discuss ways of illustrating Zeb and Mario's good intentions. Sample answers might include: splitting the frame into two sections to show how it might look to spectators and how it was actually intended by the twins, using a thought bubble to reveal the twins' ideas.

Extension

Students could use a design program such as Microsoft Paint or textas and paper to redesign the illustrations to include Zeb and Mario's intentions.

Gendered nouns

Read the play 'Exciting Times' by David Hill. Some of the names change depending on the gender of the person playing the character, for example, 'Mario' can become 'Maria' and 'Zeb' can become 'Zelda'.

Part A

Identify whether the following nouns are feminine or masculine.

Bride	masculine	feminine
Lion	masculine	feminine
Hero	masculine	feminine
Lioness	masculine	feminine
Uncle	masculine	feminine
Rooster	masculine	feminine
Heroine	masculine	feminine
Queen	masculine	feminine

Part B

Change the gender of each noun below. The first one has been done for you.

husband (male)	→	wife (female)
nephew (male)	→	
empress (female)	→	
ewe (female)	→	
countess (female)	→	
heir (male)	→	
princess (female)	→	
bull (male)	→	
waitress (female)	→	