

Kenneth of the Cosmos

story by [Geoffrey McSkimming](#) | illustrated by [Peter Sheehan](#)

[EN2-10C](#) | [ACELT1607](#)

Modify a stock villain to add humour to a story.

Read the story with the class. After reading, ask the class:

Who was the villain of this story? (The cloudpirates.)

Through group discussion, complete a [concept map](#) exploring the details given about the cloudpirates. Suggested answers include:

- Driven out of the skies by Vern's Uncle Kenneth.
- Their airships also fly a skull and crossbone flag.
- They conquer airships they encounter in the skies.

After students have populated the concept map with information from the text, brainstorm some other features of cloudpirates. Ask students to be as creative as possible. For example:

- Many cloudpirates had previous careers as acrobats which allows them to swing onto ships more easily.

Once the cloudpirate concept map is complete, explain to students that they will be creating their own villain.

Provide students with the definition of a stock character: an easily recognisable character type that features in many different stories. Then give some examples such as: a bully, a damsel in distress and an evil stepmother.

Come up with a class list of stock villains. Some might include: a ghost, a mummy, Frankenstein, an alien, a criminal, a mad scientist.

Next, generate a list of settings where the villains could live (their 'haunt'). Some examples are: a cave, an abandoned school, underwater.

Students now need to choose a stock villain and their unlikely haunt. They could either choose the character and setting themselves, be allocated a character and setting, or draw them out of a hat or use a random generator.

Explain to the students that they will complete a blank concept map on their humorous villain. They should complete all the boxes with completely original details.

For example, an underwater mummy:

- Steals shiny objects (like fishing tackle) to decorate its underwater tomb.
- Attaches its bandages to fishing line to attack its prey.
- Its stiff limbs move very slowly on land but it is a graceful swimmer.

Verbs, adverbs and adverb groups

Read 'Kenneth of the Cosmos' and record any verbs and adverbs that you encounter in your reading. Fill the table by adding some of your own!

Verbs tell us what is happening. Adverbs modify verbs, adjectives or other adverbs. The first two examples have been done for you.

Now, mix up your verbs and adverbs to create adverb groups—be creative!

Verbs	Adverbs
asked	desperately
spoke	softly

Adverb groups
asked softly
spoke desperately

Finally, write three sentences using at least one adverb group in each sentence. Silly or funny sentences are great—just make sure they make sense!

1. _____

2. _____

3. _____

Invented by Accident

story by Feana Tu'akoi | illustrated by [Andrew Joyner](#)

[EN2-1A](#) | [ACELY1688](#)

Conduct additional research and have a small group discussion on the topic of inventions.

Read through the article and have a preliminary discussion about the inventions. Conduct a class poll on how important these inventions are in our daily lives. Students should vote for their top two inventions. This could be done on interactive presentation software such as [Mentimeter](#). Then ask student volunteers to give their opinions about why an invention scored high or low.

Explain to students that they will write and present their own short speech on an accidental invention, in the style of the article.

First, use an invention from the article as a model text. Unpack its key features:

- The first sentence always contains the who (inventor), the what (the materials that make the invention) and the when (date).
- One – two sentences briefly explain how it was invented.
- The final sentence names the invention. It might also include an interesting fact.

Direct students to the Reader's Digest page [10 Accidental Discoveries That Changed the World](#). Students choose their favourite invention from the list and then rewrite it in the style of Tu'akoi's article. You might ask them to do a little more research, for example to find out where the inventor was from. For example:

In 1928 Scottish pharmacist Alexander Flemming forgot to clean up his lab and left bacteria in a petri dish when he went on holiday. While he was away bacteria grew all over the base of the dish, except for the middle which was covered in mould. This mould turned out to be magic and the world's first antibiotic penicillin was born. Some scientists estimate that penicillin has now saved over 200 lives!

Ask students to read their short speech about an accidental invention to a small group of three to four students. After each student reads their speech, the other group members should discuss the importance of this invention. Some prompts could be:

- What type of invention is it? (Food, medicine, technology, entertainment.)
- Would life be harder without this invention?
- Does this invention do important things?

At the end of the discussion, one member should report to the class which invention was determined to be the most important in their group and a briefly explain why.

Investigating inventions

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

1. Do you find anything interesting about the name of the man who invented potato chips? If so, what?

2. Why do you think cornflakes are sold in so many countries around the world?

3. *Silly Constantin spilled sweet saccharin.* Write two tongue twisters of your own using the word saccharin.

4. The metal spring became known as 'Slinky'. Can you think of any other names for this popular toy?

5. Come up with a new name for the post-it note based on the names of the two men who invented it.

6. Out of the six inventions in this article, which do you think is the most important? Why?

Fireworks

poem by Neal Levin | illustrated by Queenie Chan

EN2-2A | ACELT1606

Spot and **substitute** a range of language techniques in the poem.

Before reading the poem, revise key poetic techniques with the class. You may wish to use the Red Room Poetry clips, available on YouTube for: [personification](#), [onomatopoeia](#), [alliteration](#) and [metaphor](#). Create a class glossary on your word wall.

Read the poem 'Fireworks'. Then explain to students that they are going to read through it again, more slowly this time. As they read they will be text detectives and hunt out the poetic techniques.

Guide students line by line, asking them which techniques to look out for. For example:

Quotation from poem	Question for students
Fireworks are shy at first, But then they BOOM And BANG and BURST! Exploding high above the park, They blaze and sparkle in the dark Like ruptured rainbows in the sky, And then they morph and multiply : A most magnificent delight This hallelujah summer night.	Can you find the example of personification? Can you find the three examples of onomatopoeia? How many examples of alliteration can you find in this quotation? What word in this sentence is a metaphor?

If you have a digital subscription, this stage of the lesson can be done as [an interactive activity](#).

Explain to students that they are now going to experiment with language techniques themselves. Give students a slip of paper with a quotation from the poem which contains a language technique. The onomatopoeia quotation is easiest, with the alliteration, personification and metaphor quotations becoming progressively harder. You can add extra challenge to the onomatopoeia quotation by asking students to use examples of onomatopoeia that also alliterate (such as SMASH, SMACK AND SPEW).

Students must substitute the example used in the poem with their own example of the technique. Some suggested answers are:

- Fireworks are shy at first / Fireworks hide at first
- But then they BOOM and BANG and BURST / But then they SMASH and SMACK and SPEW

- And then they morph and multiply: a most magnificent delight / But then they burst and break: a basically beautiful delight
- This hallelujah summer night / A party of a summer night.

Students find peers who have worked on different quotations from the poem. They combine their quotations to create a new version of the poem. Encourage higher ability pupils to change some words to continue the ABAB rhyming scheme.

Vivid language

Read the poem 'Fireworks'.

Part A

Find two examples of onomatopoeia (a word that mimics the sound of an object. The first one has been done.

Word	Describe the way in which you would say the word.
BOOM	use a loud booming, deep voice

Part B

Similes compare two things using 'like' or 'as'. Identify the simile in the poem 'Fireworks'.

Part C

Write a humorous poem about going to a carnival! Fill in the gaps below using vivid language, including similes.

My heart is beating like a _____
I approach the ride _____
I _____ the handle and _____ open the door.
Immediately, I see a _____ sitting on the seat like a _____
I _____ the _____ and try not to scream.
The ride is over. I'm hungry!
I spy some _____
Could I possibly eat all that?
I _____ the _____ and _____ it into my mouth.
It tastes like a _____
Delicious!
I _____ the _____ and gently slide it onto my tongue.
I open my mouth as wide as _____
How does it taste? As good as _____

The Legendary Adventures of Penelope

play by James O'Sullivan | illustrated by [Stephen Axelsen](#)

[EN2-1A](#) | [ACELA1488](#)

Rewrite an ancient myth using modern informal language in the style of the play.

Before reading, you may want to give students some background information on some of the characters in the play. You can use the Kiddle website to access information about [Penelope](#), [Helen](#) and [Hercules](#).

Read the play. After reading, you may want to discuss some of the differences between the characters in the play and the characters in mythology. For example, in mythology Penelope was the loyal wife of Odysseus who waited 20 years for him to return from a long journey. In contrast, in the play, Penelope is the one on a journey and wants to be the brave hero.

Revise the difference between formal and informal language. You may want to use the BBC Bitesize article [Using formal and informal language](#) to review the concept with your students.

Instruct students to reread the play and highlight examples of informal language, for example:

'Do you think *that* loser will be remembered a thousand years from now?'
'I've got your back covered.'
'That's the stupidest idea I've ever heard.'

Explain to students that they are now going to rewrite a section of a myth using informal language. Read [Hercules \(Heracles\) and His Labors](#) with a particular emphasis on the labours. Ask students to choose their favourite labour. They will write dialogue between characters explaining the events in this labour. It will be written in the format of a play, using informal language. Use the following success criteria to guide responses:

Success Criteria:

- Contains the textual features of a play: character list, dialogue/direct speech, stage directions in brackets
- Is based on the events in the story
- Uses imagination to add extra details to the labour
- Is written using informal language with familiar address and slang

Example text:

Characters: Hercules, King Eury, A Greek King, cows

HERCULES *enters* KING EURY'S *palace*.

HERCULES: Right, I caught that crazy boar and I'm looking forward to a hog roast for dinner. What should I get up to next?

KING EURY: As that task was too easy, even for a dunderhead like you, I've got a new task. How do you feel about cow poo?

HERCULES: Eww. It's not my favourite.

KING EURY: Well that's too bad, because I've got heaps for you to clean up.

Where do all the lost things go?

poem by Pamela Ueckerman | illustrated by [David Legge](#)

[EN2-11D](#) | [ACELT1603](#)

Reflect on whether students recognise the issues raised in the poem in their own lives.

Read the poem as a class or if you have a digital subscription, you may like the class to follow the [video](#). After reading, ask the following questions:

- What is the poem about? (Draw students' attention to the title. The poet is thinking up answers to where missing items might be.)
- What punctuation is most used in the poem? (Question marks.)
- Why do you think there are so many question marks? (The poet is thinking really hard.)
- According to the poem, where are some possible places lost things might be? (In the sea, deep underground, high in a tree.)
- Where are some places you think lost things might go?

Brainstorm a list of items that commonly go missing. Start with the examples used in the poem (pens, pegs, socks, remote controls, library books, little keys etc.) and then expand the class list. Aim for at least twenty items.

Ask students to come up with their own answer to the question: Where do all the lost things go? Encourage them to be as creative as possible. Possible answers include: alien abductions, sibling theft, an invisible black hole.

At this point, you may want to read an extract of Emily Rodda's novel '[Finders Keepers](#)', which hypothesises that there is an alternate time stream separated from our world by a barrier. When the barrier breaks down, items from each world slip into the other which is why things sometimes go missing.

Finally, unpack David Legge's illustration. Ask them what line it refers to (line 6), which details from the poem it illustrates (the whale shark trading the lost items) and which details have been made up (the octopus wearing glasses, a bangle and a watch, the starfish wearing a ring etc.)

Provide students with a template that has the question 'Where do all the lost things go?' as a heading. Underneath, students write their own answer to this question. They then create an illustration in the style of David Legge which visually explains where the lost items have gone and how they are being used by the creatures there.

Will Wonders Never Cease? It's OK!

article by Zoe Disher | photo by Dreamstime

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

Introduce students to the study of etymology.

Prior to reading the article, explain the term etymology: the study of a word and its history. You may want to show the YouTube clip [Word Origins Hiding in Plain Sight](#) to introduce students to some fun facts from etymologists.

Summarise the purpose of the article: it provides the history, spelling and use of the word O.K. Then ask students:

- Where (what country) do you think the word OK comes from?
- What do you think the letters O and K stand for?
- What do you think was the original meaning of the word OK?

You could collate answers on a [Google Jamboard](#).

After reading the article discuss the answers to these questions. Ask students if any of these answers were unexpected. Then ask students to put on their etymologist hats as they think harder about the word O.K.

First, draw students' attention to the word's origin. Remind students that it was first used in 1839 as an abbreviation for 'Oll Korrekt'. Talk about why this is interesting. Students may be surprised that some words in American English were/are different to standard English. Ask students to find other words that are used in American English but not used in the United Kingdom. You may wish provide the SpellZone article [Sixty American English Words and their British English Counterparts](#) as a starting point.

Second, talk about the word's original meaning. Initially it meant that something was all correct. Discuss with students whether this is still what we mean when we use it, or if it now has a broader meaning. Provide some examples and ask if the answer OK still means 'all correct'.

1. Can you meet me at 11? – OK.
2. Can you empty the dishwasher please? – Oh ... OK.
3. How are you feeling today? – Just OK.

Students should recognise that in example 1 OK does mean 'all correct', because it will be the time the two people meet. In example 2 OK also means 'all correct', even though the person does not want to empty the dishwasher, it is correct to say that they will. However, in example 3 OK does not mean 'all correct', because 'all correct' is not a feeling.

Ask students to come up with sentences that use OK to mean 'all correct' and sentences that use 'OK' to mean something else entirely.

Finally, conduct a poll on the spelling of OK. Ask every student to vote on how they spell OK (options: O.K., OK and okay). After the results are in, ask students to share why they prefer one type of spelling over another.

You may want to explore the etymology of other English words with your students. A good starting point is the article [14 of the Most Fascinating Word Origins in the English Language](#).

Bijou's Gift

story by [Anne Renaud](#) | illustrated by [Kerry Millard](#)

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

Identify how a theme in a text is constructed through events, character behaviour and relationships.

After reading the story introduce the term, theme: the statement about life made in the text. The theme could also be called the message or moral of a text. (For more information see the English Textual Concept's page on [Theme](#).)

Ask the class the following question: What do you think is the message of Bijou's Gift? Suggested answers might include: the best gift is one with lots of thought put in; it doesn't matter how much money you spend on a gift as long as you care about the person.

Explain to students that theme is often revealed through details such as events, character behaviour and relationships. Students complete the worksheet [Exploring theme in 'Bijou's Gift'](#) either individually or as a class. Students should attempt to write the message or moral of the text in a sentence.

Read out the final line of the story:

'You remind us that generosity of self is the most precious gift of all.'

Explain to the class that this is the theme of the story. Rephrase the statement into more direct language (for example: being a generous and kind person to others is the best gift that you can give someone). See how close the students' attempts at the theme came to this statement.

Finally, explain to students that themes are powerful and may appear in other texts. Brainstorm a list of other stories, novels, films etc. that cover a similar theme. For suggested texts, see the blog post [Books for Teaching Generosity and Sharing](#).

Exploring theme in 'Bijou's Gift'

Read the story 'Bijou's Gift' and answer the questions below. Some questions will require you to look beyond the words.

What happens in the story?

Event	What does this event teach us?
A cheeky but peaceful colony of sprites live in a manzanita tree	Even though the sprites like to play jokes, they can happily live with each other and the animals.

How would you describe the main character?

Bijou – character traits and behaviour

What are the relationships in the story?

Who is the relationship between?	How would you describe this relationship?	Evidence from the story
Cinnabar and the Sprites	She is the leader, but is loved and respected.	The sprites hold a celebration day in her honour.
Bijou and Philomena Pringle		
Bijou and Thaddeus Birch		
Bijou and Cinnabar		

I think that the main message or the moral of 'Bijou's Gift' is:

Sea-shine

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

[EN2-2A](#) | [ACELT1606](#)

Experiment a range of language techniques in descriptive writing inspired by an image.

Read the poem as a class. Then explicitly teach the terms [simile](#) and [metaphor](#) (suggested teaching resource: [Red Room Poetry YouTube channel](#)).

Instruct students to reread the poem and identify two similes and a metaphor:

Simile: Like stars have come down / Just to dance on its surface (note, this is also personification)

Simile: Like Christmas Tree tinsel

Metaphor: A glittery sprinkle

Explain that the beauty of nature often inspires poets to use a range of similes and metaphors to create a vivid description.

Allow students to view [15 Awe-inspiring landscapes that will melt your brain](#).

Place students into groups of 3-4 and ask each group to nominate a scribe. If possible, give each group a different colour pen or pencil. Provide each group with one of the photographs in the article. The photograph should take up approximately three quarters of the page, with a white boarder around it.

Project an interval timer of five minutes on the board. Explain that groups will have five minutes to come up with as many similes and metaphors about the images as they can. For example:

The brightness from the cave is like a fire exploding.

The reflection in the lake is like a mirror to the sky.

After five minutes has elapsed, ask students to hand their annotated image to the next group in a clockwise direction. They then repeat the activity, annotating a new image with similes and metaphors. Before they begin their annotations, they can read the previous group's contributions.

After groups have annotated a range of images, display the images around the classroom. Conduct a gallery walk, asking students to write their favourite similes and metaphors down on a piece of paper.

Finally, allow students to choose their favourite image from the article. Using their list of similes and metaphors, as well as their imagination, they write a range of descriptive sentences about the image using language techniques.

The images and sentences inspired by the images can be used as part of a class display.

It Takes All Types to Keep the Ship Afloat

story by [Katie Furze](#) | illustrated by [Anna Bron](#)

EN2-9B | ACELA1498

Identify new, subject specific vocabulary from the story and incorporate it into a class 'Talk Like a Pirate Day.'

Prior to reading the story, use a [concept map](#) to explore prior knowledge about pirates. You may wish to cover topics such as: dress, occupation, behaviour, famous examples and typical phrases.

Then project the first paragraph of the story with the word 'pirate' removed.

Back in the days when _____ ruled the **high seas**, a boy named Edi grew up on board the **Black Starfish**. As you can probably guess, the Black Starfish was a _____ ship, and the youngsters on board were raised to learn the **lore of the sea** and the ways of _____. **Captain Stinkybeard** took the lessons himself, with assistance from a wrinkly **buccaneer**, known as **Old No-Teeth**.

Ask students what the missing word might be. Then ask them to find the clues in this opening paragraph that tell us that this is a story about pirates. They should identify a range of subject specific vocabulary that indicate that this is a story about piracy. (These words have been highlighted in the text above.)

Read the story as a class. Then break the text into chunks and ask students to reread it themselves. At the end of each chunk, students should highlight/underline any vocabulary that is specific to the subject of piracy.

After students have reread and highlighted the text, instruct them to transfer this information into a table (example below).

Pirate Proper Nouns	Pirate Common Nouns	Pirate Adjectives	Pirate Verbs	Pirate Phrases
Black Starfish Captain Stinkybeard Old No-Teeth	Buccaneer Rigging Shanties Bowsprit	Fearsome Wretched	Scuffled Scraped Pillaged Plundered	'Square peg in a round hole' 'Loot 'n' Plunder'

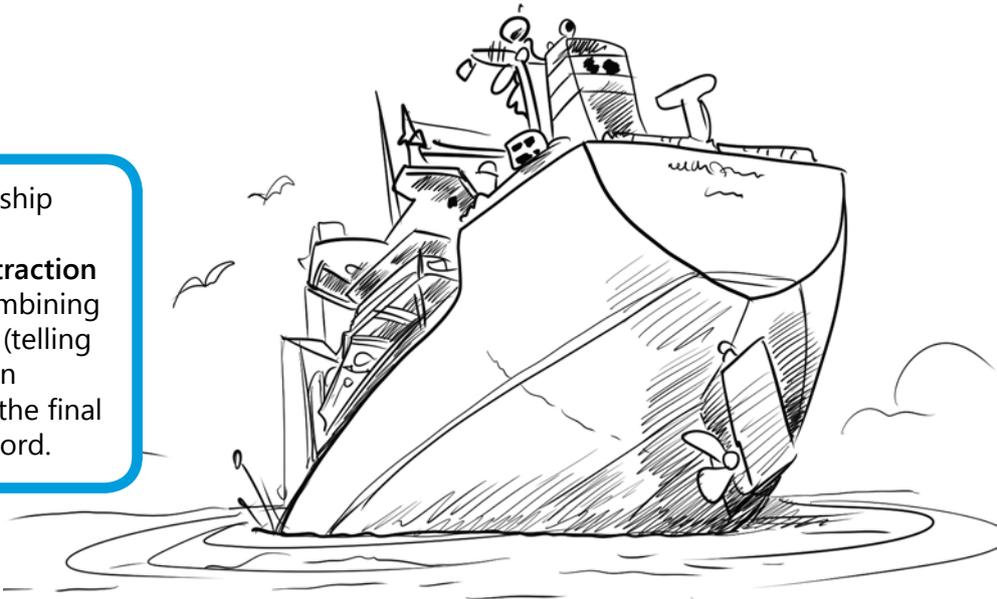
Direct students to the [Talk Like a Pirate – Activities](#) webpage. Explain that this is an important day in September to raise money for childhood cancer. Students may wish to view some of the activities. They may also want to complete the [What's Your Pirate Name?](#) worksheet.

Explain to students that they will now walk around the classroom as a pirate. As they meet other pirates, they should have a conversation about the weather, their ship or activities they have recently gotten up to. They can carry their vocabulary sheet to help scaffold discussion. Encourage students to use at least one or two pirate words in each sentence in the conversation. Also encourage students to adopt a pirate growl.

If the class really enjoy the activity, perhaps consider hosting another 'Talk Like a Pirate Day' next September!

Apostrophes

Read 'It takes all types to keep the ship afloat'. In the second column, write whether it is an apostrophe of **contraction** (replacing missing letters, often combining two words into one) or **possession** (telling that something belongs to the noun followed by an apostrophe + s). In the final column write the meaning of the word.



The first one has been done for you.

Word	Contraction/ Possession	Meaning
monster's	possession	belonging to the monster

Write two sentences. Use an apostrophe of contraction and an apostrophe of possession in each sentence, for example, *Edi couldn't climb down from the crow's nest fast enough to stop the monster.*

- _____
- _____