

My Dog, Cerberus

poem by Suzy Levinson | illustrated by [David Legge](#)

EN2-UARL-01 | AC9E4L E01

Learning intention

I am learning to examine the different ways a story might be represented.

Success criteria

- I can analyse an image to identify how a character has been represented.
- I can identify vocabulary that reveals the writer's portrayal of a character.
- I can identify key points in a Greek myth about Cerberus.
- I can compose lines of a poem that show an alternate representation of the character of Cerberus.

Essential knowledge

View the video [Representation](#) on The School Magazine website. Discuss the meaning of the word 'representation'. Ensure students conclude that the representation of a topic may differ depending on the personal preferences and opinions of whoever composes the text.

Learning resource

Discuss the illustration that accompanies My Dog, Cerberus and whether students think the dog in the image looks friendly or mean. Students will most likely comment on elements such as:

- the dog's face on the left appears to be sneering, which students may interpret as the dog being mean
- the dog's face in the centre appears more neutral, that could mean the dog is seen as neither friendly or mean
- the dog's face on the right, staring up at the ball, which might be interpreted as the dog being more fun-loving

Read the poem, My Dog, Cerberus. Discuss examples of language in the first four lines that hint at the dog's demeanor. Vocabulary hinting that Cerberus is a fun and well-loved dog, includes:

My dog's like any other dog. (implying the poet does not see their dog Cerberus as any different from other dogs)

He still does normal puppy stuff. (the use of the word 'puppy' makes the dog sound fun loving)

He'll fetch a ball. (implying Cerberus likes to play)

Place students with a partner and instruct them to identify further examples, from the remainder of the poem that imply Cerberus is fun-loving and well loved. Sample responses include:

He'll shake my hand.

six ears flapping in the breeze!

My dog's three times the fun!

He loves a bone (or three).

he's just 'good boys' to me.

Emphasise that the representation of Cerberus in the poem, My Dog Cerberus, seems fun-loving and good natured.

Inform students that they will be composing a poem about Cerberus, based on the way he is represented in Greek mythology.

View information on the ancient Greek myth [Cerberus](#) found on Kiddle. Discuss key points, ensuring students note the following:

- Cerberus is a creature from Greek mythology who, according to the myth, belongs to Hades.
- Cerberus guards the gates of the Greek underworld and he ensures the dead are kept away from the living.
- He likes sweet things such as honey cakes.
- To become friends with Cerberus it is recommended to talk to his owner, Hades.

Emphasise that this version of Cerberus seems more aggressive and ferocious than the one represented in the poem, My Dog, Cerberus.

Discuss vocabulary that could be used to describe the version of Cerberus represented in the original myth, for example: 'guard', 'underworld', 'ferocious', 'sweet-tooth', 'watches'. Note the examples on the board for students to refer back to.

Analyse the structure and rhyming pattern of My Dog, Cerberus. Ensure students note the following:

- that it features one stanza
- the rhyming pattern is ABCB
- the number of syllables alternates every second line, between 7/8 syllables in the odd numbered lines, and 6 syllables in the even numbered lines

Note: to assist students with identifying the number of syllables in each line instruct them to clap while reading the words or tap the syllables on their knees as they say the lines.

Collaboratively compose the first four lines of a poem, representing a different interpretation of Cerberus, from that shown in My Dog, Cerberus. Use a rhyming dictionary, such as [rhymezone](#) to assist with identifying rhyming words for the vocabulary identified earlier. For example: 'hard' and 'card' to rhyme with 'guard', and 'twirled' and 'curled' for 'underworld'.

A sample response has been provided below:

Cerberus's three-heads stand guard,
He snarls, top lip is curled,
Keeps dead and living apart,
Guard of the underworld.

Place students in small groups. Instruct them to work with their peers to write additional stanzas to add to the one composed collaboratively. Remind students to use the poem, My Dog, Cerberus, for inspiration of style and structure and to use the list of vocabulary composed collaboratively.

Princesses Don't Wear Pants

story by Sara Rajan | illustrated by [Aśka](#)

[EN2-UARL-01](#) | [AC9E4LE03](#)

Learning intention:

I am learning to discuss literary experiences with others, to connect ideas in stories to my own world and to express a point of view.

Success criteria:

- I can identify the inequality experienced by a character.
- I can connect the ideas around women, in Princess Don't Wear Pants, to other texts I have read where women are treated similarly.
- I can discuss whether these ideas are common to human experience in the real world.
- I can discuss how these ideas fit in with what I believe.

Read Princesses Don't Wear Pants. Discuss all the things the princess is not allowed to do, that her brother or other males are able to. Sample responses include:

- wear pants
- travel on horseback
- compete in the races
- compete in riding games

Discuss further opinions provided by other character's in the story about what princesses should and shouldn't do, for example:

- that they don't slump
- that they must do as they're told

Inform students that they will be considering how the ideas in the story relate to their own experiences and participating in a class discussion on the topic.

Briefly discuss each of the following questions collaboratively and provide examples:

- Does this story remind you of any others you have read where women are not allowed to do the same things as men? (for example, fairy tales such as Cinderella, Rapunzel and Snow White, where the princesses wait for a prince to save them or stories where the opposite occurs, such as Zog by Julia Donaldson where the princess becomes a doctor instead of being rescued by a prince)
- Does this story remind you of anything you have experienced in the real world? (for example, a time when a sibling was given greater or lesser freedom based on their gender, something from the sporting world, where someone wasn't allowed to join a team based on their gender, or perhaps the opposite is true and students' have experienced equal opportunities in all areas of their lives)
- How do these ideas fit in with what you believe? (for example, no one should slump as it is bad for their posture, or everyone should have equal rights)

Inform students that they will be continuing their discussions in small groups. Prior to allocating students to groups, agree on rules for group discussions. Sample ideas include:

- Ensure everyone gets a turn to speak
- Respect the ideas of others
- Listen respectfully without interrupting

Place students in small groups and allocate each group one of the questions from above. Instruct students to discuss their allocated question in greater detail with their group.

Once students have had time to discuss their ideas on their allocated question with their group, bring the class back together. Instruct each group to share their ideas. Tell the other students not to comment for now, just to listen to the ideas of others. Inform students that they may make notes on key points shared by others that they wish to comment on.

After each group has had a chance to share one idea, tell students that they will now be discussing further questions or comments students may like to make on what the other groups have shared. Instruct the students to re-focus their attention on their groups, discussing comments and ideas they may like to share, based on what the other groups have presented.

Provide sentence starters to guide responses, such as:

- I agree with this point because...
- I have a different interpretation because...
- My experiences are similar/different, such as...

Invite students to share their ideas and responses to what the other groups have shared.

An Idea That Stuck

article by [Anne Renaud](#) | illustrated by [Tohby Riddle](#) | photos by Johnson & Johnson Archives

[EN2-UARL-01](#) | [AC9E4LY03](#)

Learning intention

I am learning to identify elements used in informative texts to meet the purpose of the text.

Success criteria

- I can identify elements featured in an informative text.
- I can collaborate to invent an item to tackle a real-life.
- I can compose an element of an informative text.

Prior to partaking in an in-depth reading, scan the information included with An Idea that Stuck and discuss whether students predict it is an imaginary, informative, or persuasive text. Highlight elements such as, the word 'article' under the heading, the image of an advertisement with a caption detailing that it is an original ad and the diagram of the patent. Ensure students correctly conclude that An Idea that Stuck is an informative text. Discuss what students might expect to see in an informative text, ensuring students cover elements such as:

- Factual information (ensuring students are aware that facts are provable as opposed to opinions which are not)
- A detailed explanation of the information
- Diagrams/illustrations

Read the article, An Idea that Stuck, and discuss the key points of information included.

Sample responses have been provided:

- Why Earle Dickson invented Band Aids
- What the first invention looked like
- How Band Aids came to be sold in shops
- How much the invention is now worth

- Types of Band Aids available

Discuss the additional information provided by the illustrations, ensuring students' note the following:

- That they provide visuals of how the original Band Aids looked (featured in the photos on the advertisement)
- They provide a detailed diagram of how Band Aids work
- The illustration shows the inventor coming up with the idea for the invention

Inform students that they will be creating their own invention and composing an information report to share information about it.

Identify the reason why Earle Dickson invented Band Aids (to overcome a challenge experienced by his wife).

Discuss challenges students encounter, providing examples such as their socks getting wet on rainy days or their sandwiches becoming soggy in their lunch boxes. List students ideas on the board for them to refer to later.

Place students in groups. Instruct them to make a list of possible challenges from their lives that they would like to overcome. Once students have had time to suggest some draft ideas, allocate them a couple of minutes to decide on one idea. If students are having challenges deciding on one idea, instruct them to vote on the most popular idea amongst their group.

Discuss potential ideas for students to overcome the challenges they have selected. Provide examples such as, a little fan heater that slips inside the shoe and dries one section of the sock at the time. Instruct students to discuss with their group potential inventions for them to overcome their chosen challenge. Once students have decided on an invention, allocate each group member a task from the following:

- creating a diagram of the item
- sketching an advertisement for the invention, outlining its features
- composing the article (allocate at least two students from each group to this task)

Tell students the article only needs to be brief and that the main elements they need to include are:

- how the idea for the invention came about (for example, multiple days sitting in class all day with cold, damp socks)
- how the invention works (e.g. a little fan heater)

Allow time for students to compose all elements of their articles. Pair groups with each other and instruct them to share their articles, diagrams and advertisements with their peers.

The Sharecrow

poem by Lisa Varchol Perron | illustrated by [Christopher Nielsen](#)

[EN2-UARL-01](#) | [AC9E4LE03](#)

Learning intention:

I am learning to reflect on ways authors make texts interesting and unique.

Success criteria:

- I can identify common thoughts on a topic.
- I can analyse an image to identify how it shows a unique perspective.
- I can examine how a unique perspective engages readers.
- I can compose my own title that encompasses a unique perspective.

Display an image of a [scarecrow](#). Discuss students ideas about scarecrows, instructing students to consider questions such as:

- What are they made out of? (straw, old clothes)
- Who makes them? (farmers, people who grow crops)
- Where are they placed? (in fields, on farms, in vegetable patches)
- What is their purpose? (to scare away birds, to protect the crops from being eaten)

Compose a mind-map based on students ideas using a digital program such as [Canva](#) or by sketching one on a piece of butcher's paper. Suggested responses might include: scary, watches over crops, scares away birds, made out of straw, wears old clothes.

Display the illustration that accompanies the poem The Sharecrow. Briefly outline the [see-think-wonder strategy](#). Instruct students to discuss what they see (e.g. a black crow on the scarecrow's shoulder) what it makes them think (e.g. that the crow isn't scared of the scarecrow) and what it makes them wonder (e.g. why the crow isn't scared of the scarecrow).

Place students in groups and provide them with post-it-notes. Instruct students to discuss what the image that accompanies The Sharecrow makes them see, think and wonder. Tell students to note their ideas on the post-it-notes. Set a timer for five to seven minutes (depending on what is most suitable for the students' needs) and instruct students to note as many ideas as possible on the post-it-notes.

On butcher's paper, create three columns. Label each column with one of the following: 'see', 'think', 'wonder'. Display the paper at the front of the classroom.

Instruct students to place the post-it-notes composed with their groups in the appropriate column on the butcher's paper.

Select a post-it-note from the butcher's paper at random and discuss the ideas. Instruct other groups to share if they had a similar idea. Repeat this process with a number of the post it notes.

Most likely students will conclude that the scarecrow in the image doesn't appear to be very scary and that the crows are not bothered by it, instead pecking at the straw inside the scarecrow.

Read the poem, The Sharecrow. Discuss how the ideas in the poem support students inferences about the accompanying illustration. Identify the key idea, that the narrator of the poem believes that there is enough food to share with the birds rather than that the scarecrow should be scaring them away.

Discuss how this approach by the narrator is a surprising and unusual take on scarecrows and the impact having a unique viewpoint has on readers. Inform students that often authors will look for unexpected ways to view things so they can engage readers and make their poems and stories interesting. Tell students that this is because writers strive to share their own unique interpretation of the world.

Inform students that they will be experimenting with creating a catchy title that outlines a unique viewpoint.

Discuss everyday objects people use for safety. Sample responses include:

- A bike helmet
- A life-ring
- Fences
- A climbing harness

Discuss the purpose of one of these objects, for example a bike helmet. Ensure students identify that it is used to protect people's heads. Discuss unique interpretations surrounding its purpose, for example it might be used to keep people safe from overhanging branches as they walk down the street, or because it is aesthetically pleasing (looks cool). Select one of these ideas and choose a word to represent it, for example 'looking cool' which could be represented with the word 'fashion'.

Refer students back to The Sharecrow, focusing on the catchy title. Emphasise the following:

- that it is a play on the words 'scarecrow' and 'share'
- that it introduces the idea in the poem, that the scarecrow shares

Inform students that they will be composing a catchy title to introduce their idea about a bike helmet.

Select two words that best represents the unique perspective of the chosen item, for example 'helmet' and 'fashion'. Use an online [thesaurus](#) to identify synonyms for the words 'helmet' ('armour', 'hard hat', 'crash helmet') and 'fashion' ('fad', 'look', 'trend').

Use the synonyms identified for 'bike helmet' and 'fashion' to experiment with ideas for a catchy title.

Sample responses include:

- The Crash-fashion helmet
- The hard-fad
- Trend armour

Place students with a partner. Instruct them to repeat this process with another safety object of their choice. Tell them to discuss unique perspectives about this object before identifying synonyms for the key words. Instruct students to use these synonyms to compose their own catchy headline that sums up their perspective. Once complete, students should share their ideas with another pair.

Nelson Packrat

story by Sharyn Abdullah | illustrated by [Anna Bron](#)

[EN2-VOCAB-01](#) | [AC9E4LA08](#)

Learning intention:

I am learning to understand how the meaning of sentences can be enriched using verb groups/phrases.

Success criteria:

- I can manipulate objects to reflect verb groups/phrases.
- I can identify verb groups/phrases in a story.
- I can compose a brief narrative.
- I can include verb groups/phrases in my narrative.

Essential knowledge:

Ensure students are aware what [verb groups/phrases](#) are. Students should be aware of the following, that verb groups/phrases:

- add more information about the verb
- consist of a main verb, and one or more auxiliary or modal verbs as modifiers
- create tense, express modality, create a passive voice

Prior to the lesson, gather a variety of objects found around the classroom, for example, paperclips, pencils, cuddly toys/cushions, books etc. Distribute these items around the classroom. On the board, display the following list of verbs and verb groups:

- wobbled unsteadily
- sauntered slowly and gracefully

- strutted confidently and with poise

Ensure students know the meanings of each of the words in the verb groups/phrases displayed and provide access to an online dictionary, such as [dictionary.com](https://www.dictionary.com) if necessary.

Select one of the items (e.g., a cushion) and one of the verbs/verb groups (e.g., wobbled unsteadily). Discuss how the object might move in the manner described in the verb/verb group. Invite students to share their ideas by physically moving the object in a way to match the verb/verb group (for example, moving the cushion by wobbling it across the desk, making it look like it might tumble over).

Place students in pairs and instruct them to rotate around the areas where the objects have been placed, experimenting with moving the objects in the manner of some of the verbs/verb groups on the board.

Once students have had time to experiment, invite them to share some of the ways they moved the objects, modelling the actions for their peers.

Inform students that they will now be analysing a story to see verb groups/phrases in a text.

Read the first Nelson Packrat in its entirety. Refer to page 13 and discuss some of the descriptive verb groups/phrases that the author has used. Underline these in the text.

Sample responses include:

- lived in a small cave
- looked around the tunnels of their nest
- get into your room
- collected too many things

Instruct students to work with their partner, identifying further examples of descriptive verb groups/phrases. Students may underline these on a photocopy of the story from the magazine or list the verb groups/phrases in their workbooks.

Inform students that they will be composing their own short narrative featuring descriptive verbs/verb groups.

Refer students back to the objects they manipulated earlier. Collaboratively select one of the objects, for example a pencil. Tell students that for this activity the object will be their main character and that they will be writing about Nelson Packrat trying to swap them for something just as he does in the story.

Collaboratively compose a brief narrative from the point of view of the selected object, where Nelson Packrat is trying to swap them. Remind students to include descriptive verbs/verb groups in their story. Draw students' attention back to the list of verb groups/phrases displayed earlier and the examples identified in Nelson Packrat for ideas. A sample response is provided below:

I could not believe it! That rat was trying to drag me into its nest in place of a necklace. It kept bashing me against books as it pulled me along. I needed to stop him from taking me. I tried rolling off the table and nearly made it when the rat sprang into action and grabbed me.

Instruct students to select one of the objects and compose their own brief story from the point of view of the object, about Nelson Packrat trying to swap them. Students can work independently, in pairs or in small groups for this activity depending on preference and the amount of support required.

The Wind

poem by Jackie Hosking | illustrated by Matt Ottley

[EN2-UARL-01](#) | [AC9E4LE04](#)

Learning intention

I am learning to describe the effects of language features on literary texts.

Success criteria

- I can identify examples of personification in a poem.
- I can discuss ways objects might feel.
- I can compose sentences featuring personification.
- I can discuss the impact of personification.

Essential knowledge

Discuss the term [personification](#) ensuring students are aware it means attributing human-like attributes to inanimate objects.

Learning resource

Read The Wind. Collaboratively identify examples of personification in the first stanza. For example:

- describing the wind as 'A gentle and whispering breeze'
- the description of the wind 'tickling all the leaves'

Discuss the impact the examples of personification have on readers. Sample responses include that the personification:

- makes the ideas relatable
- creates entertaining descriptions
- brings ideas to life
- creates connection between the object and the reader

Place students in pairs or small groups and instruct them to identify further examples of personification in the remainder of the lines in *The Wind*. Sample responses include:

- describing the wind as, 'angry,' and, 'That big, bully sound'
- pondering what the wind might be trying to say such as, 'Does it whisper hello or goodbye—who would know'
- describing the wind as, 'Kissing each creature goodnight'

Instruct students to discuss the impact of the examples of personification with their partner or group.

Inform students that they will be composing their own examples of personification.

Go for a walk around the school and note objects in the environment such as a bench, a rubbish bin, a basketball hoop or a tree. Alternatively, you may prefer to watch the video '[Wild Play' Garden for Kids](#). For each element you encounter on your walk or in the video pose the question, how might it be feeling? Some students might find this entertaining. Remind them to imagine the objects are alive. Provide examples such as:

- the bench might have aching joints after supporting people so often
- the rubbish bin might feel used and overlooked
- the basketball hoop might feel desperate to catch any ball thrown in its direction

Return to the classroom and collaboratively compose brief sentences from the point of view of the objects encountered. For example:

I am so tired of everyone sitting on me. My joints ache and I am desperate to stretch.

I wish everyone would stop throwing their messy food wrappers at me. Every morning I get given a nice clean bag and by recess time it's already disgusting, full of half eaten sandwiches and apple cores.

Place students in pairs. Instruct them to compose their own examples of personification based on the discussions surrounding objects encountered during the walk or in the video.

What's That?

article by Louise Molloy | photos by Alamy

[EN2-CWT-01](#) | [AC9E4LE05](#)

Learning intention:

I am learning to create literary texts that explore my own imagining.

Success criteria:

- I can identify the point of view a text is written from.
- I can reflect on the impact writing in the first person has on readers.
- I can compose an extract of an article written in the first person.

Essential knowledge:

Ensure students are aware that 'point of view' means the perspective a text is written from. View the video on [Point of View](#), from The School Magazine site for further information.

Learning resource:

Display the following re-write of an extract from the article What's That? that has been written from the third person point of view.

It's a weird kind of fish. When people spot it, they'll ask what it is. Can you guess its name?

Read What's That? Discuss the point of view the article is written from. Ensure students correctly identify that it is written from the point of view of the fish. Discuss pronouns that allow students' to identify this (e.g. 'I'm', 'my', 'I').

Discuss the impact writing in the first person has on reader engagement, comparing What's That? to the extract displayed earlier. Students will comment on how writing from the point of view of the fish increases reader interest and engagement.

Invite students to share which version they prefer.

Inform students that they will be experimenting with writing in the first person.

View the webpage, [Fish](#), from National Geographic Kids. Select one of the fish on the webpage (e.g., the Blue Marlin) and read the information included on the chosen fish. Note key points on the board about the chosen fish (e.g., Blue Marlin). For example:

- Blue Marlin are some of the largest, fastest and most recognisable fish in the world.
- They have cobalt blue and silvery white bodies.
- They have spear shaped upper jaws.
- They can grow up to 4.3 metres and can weigh up to 900 kilograms.
- The mother lays the eggs in the ocean and the eggs hatch with no parental care.
- Blue Marlins spend most their lives alone in the warm surface water of the Atlantic, Pacific and Indian Oceans.

Collaboratively compose a brief extract of an article as if writing from the Blue Marlin's point of view by rewriting the information identified using the first person. Tell students not to include the name of the fish in the article as this will be up to readers to guess. For example:

From the time I hatch, I'm mostly alone. My size and spear shaped upper jaws award me the status of most recognisable fish in the ocean. My colouring makes me stand

out, with my cobalt blue and silvery white scales. I'm not a fan of the cold, preferring to spend most of my time in the warm surface water of the Atlantic, Pacific and Indian Oceans.

Refer back to What's That? emphasising how the article poses questions, such as:

Can you guess my name?

Discuss how you might edit the extract composed collaboratively, to follow the style of the article, What's That? Suggest examples such as, 'Do you know which type of fish I am yet?' Make the suggested additions.

Tell students that they will be composing their own brief articles on a fish of their choice.

Place students in pairs or small groups. Instruct them to select another fish from the National Geographic Kids webpage and identify key facts. Tell students to compose a brief extract of an article about their chosen fish, including the facts they have identified. Remind students to write in the first person and to include questions.

Once students have had time to complete their extracts, instruct them to swap with another pair/group. Tell students to read the work of their peers and to follow the clues to see if they can correctly identify which fish their peer group has chosen to write about.

Operation Cheer up Harvey

story by Simon Cooke | illustrated by [Douglas Holgate](#)

[EN2-CWT-01](#) | [AC9E4LA12](#)

Learning intention:

I am learning to recognise how quotation marks are used to signal dialogue.

Success criteria:

- I can identify quoted speech in a story.
- I can discuss elements of quoted speech.
- I can use role-play to compose dialogue.
- I can write dialogue.
- I can use correct punctuation to indicate quoted speech.

Use a copy of the magazine to highlight all the quoted speech in the first page. For example:

'Octopuses are the smartest creatures in the ocean,' Theo claimed proudly.

'What about dolphins?' asked Zac.

'They're not smarter,' said Theo. 'People think they're smart because they go eek eek and jump through hoops. Octopuses are smart enough not to go eek eek and jump

through hoops. Octopuses are the real brains in the ocean. Harvey came from another aquarium that closed down,' added Theo. 'He can do tricks.'

Instruct students to work with a partner noting further examples in the remainder of the story. Students may highlight these on a photocopy of the story or use post-it-notes to identify examples in the original magazine.

Display the following questions for students to discuss with a partner:

- How do you identify the examples of quoted speech? (e.g., using quoted speech marks)
- What punctuation has been used to show the dialogue is quoted speech? (e.g., quoted speech marks around the direct speech, a comma separating the quoted speech and the rest of the sentence)
- How do the examples of quoted speech differ from the rest of the story? (e.g., quoted speech is written in the present tense and in the first person)
- What impact does the dialogue have on the story? (e.g., it reveals more about the characters, it assists with plot development, it informs the reader about what the character's know)

Share responses using the examples from above to guide the discussion where students are unsure.

Discuss how the octopus (Harvey) reveals his inner thoughts (by using the pebbles in his tank to write a message).

Identify the key points in the story for the octopus ensuring students note the following:

- Harvey has been moved to the local aquarium
- He is feeling sad after having been separated from his friend Miss Harriet
- He is reunited with Miss Harriet
- He feels happy once more

Select a student to assist you with role-playing dialogue between Harvey and Theo and Zac. A sample response has been provided below:

Theo/Zac: How are you feeling?

Harvey: I'm so sad. I am missing my dear friend Miss Harriet and I feel so lonely.

Theo/Zac: We can play with you.

Harvey: It's not the same. Harriet's my best friend and until recently we had been together for years.

Place students in pairs and instruct them to role-play dialogue between the octopus and Theo and Zac at one of the key moments in the story.

Share some of the role-plays with the class. Record or make note of the dialogue used by the students who are performing.

Discuss how the dialogue should be punctuated in a written text and model inserting the punctuation in the correct places. Inform students that they will need to include who is saying each line of dialogue in the sentences.

For example, using the response from above:

"How are you feeling?" Theo asked.

"I'm so sad. I am missing my dear friend Miss Harriet and I feel so lonely," Harvey whispered wistfully.

Theo was quick to respond, "We can play with you!"

But Harvey muttered, "It's not the same. Harriet's my best friend and until recently we had been together for years."

Instruct students to write the dialogue from their role-plays using accurate punctuation.

Support students

Students requiring support with writing can be provided with sample dialogue for them to punctuate.

For example:

How are you feeling? Theo asked.

I'm so sad. I am missing my dear friend Miss Harriet and I feel so lonely Harvey replied.

Theo said excitedly We can play with you.

It's not the same. Harriet's my best friend and until recently we had been together for years
Harvey muttered sadly.

Will Wonders Never Cease? The Human Powered Speed Challenge

article by [Zoë Disher](#) | illustrated by [Marjorie Crosby-Fairall](#)

[EN2-RECOM-01](#) | [AC9E4LY05](#)

Learning intention:

I am learning to use literal elements and make inferences to enable me to identify the main idea in a text.

Success criteria:

- I can analyse elements included with an article.
- I can make predictions about the main idea based on the elements included with an article.
- I can discuss information that provides clues about what the main idea is.
- I can identify the main idea of a text.

Essential knowledge:

Ensure students know what the main idea means. Discuss elements such as, the main idea is:

- the most important idea the writer wishes to communicate
- the central argument in a text
- the key topic the text focuses on

Learning resource:

Inform students that all elements of a text can provide clues about what the main idea is. Examine the layout of the article noting elements such as the heading, the sub-heading and the illustration.

Place the students in groups and allocate each group one of the above elements. Inform students they'll have one minute to predict what the main idea of the article may be, based on their allocated element. Instruct the students to identify the evidence in the text that allows them to draw the conclusions they do.

Sample responses include:

- heading: a speech challenge for vehicles powered by humans
- sub-headings: different elements of a bullet shaped bicycle and races it enters
- the illustration: related to an unusual type of bicycle/a special invention that is powered by pedaling

Display the following headings:

- Who
- What
- Where
- When
- Why

Select students to read the article, Will Wonders Never Cease: The World Human Powered Speed Challenge, aloud. Discuss information included in the article and make notes under the headings. Sample responses are provided below:

- Who (competitors from around the world)
- What (compete in a human-powered speed challenge)
- Where (Nevada, USA)
- When (once a year)
- Why (for a challenge)

Collaboratively discuss the information identified. Display the following sentence starters:

- I think the main idea is...
- I believe this is the main idea due to the following clues in the text...
- Discuss a sample response, for example:
- I think the main idea is...
- I believe this is the main idea due to the following clues in the text...

Place students in small groups and instruct them to share their ideas about the main idea and the reasons for their decision. Once students have had time to discuss their ideas, pair them with another group and have them share their thoughts.

Discuss key ideas, ensuring students note the following:

- There is a race that occurs in Nevada, USA every year.
- The vehicles are powered by humans.
- The bicycles that compete are very fast.
- People travel from all over the world to compete in the race.

Collaboratively summarise the key points into one sentence to express the main idea, for example:

The main idea is that every year people travel from all over the world to compete in a race of human powered vehicles.

Extension:

Provide students with What's That? also from this issue of Blast Off. Instruct students to work with a partner, analysing the article to identify the main idea. Remind students to analyse all elements of the article before answering the questions:

- Who
- What

- Where
- When
- Why

Instruct students to discuss their ideas about the main idea of the article. Ensure students conclude that the main idea of the article is that Ocean Sunfish have many weird and wonderful features that make them unique from other fish.

Fearless

play by Feana Tu'akoi | illustrated by [Tohby Riddle](#)

[EN2-OLC-01](#) | [AC9E4LY02](#)

Learning intention:

I am learning to explore the effects of changing voice tone, volume, pitch and pace in formal and informal contexts.

Success criteria:

- I can express emotions using my voice.
- I can identify possible emotions felt by characters in a play.
- I can use my voice to express emotion when performing lines in a play.

Essential knowledge

Ensure students are familiar with each of the following terms:

- Tone
- Pitch
- Volume
- Pace

For background knowledge, view the video [Pace, Emphasis, Diction, Tone, and Volume](#).

Learning resource:

Discuss emotions people experience and list these on the board. Sample responses include:

- excitement
- fear
- nerves
- longing

- disgust
- horror

Tell students that they will be playing a game of emotion charades where they will need to perform an emotion from the list without revealing to the other players which emotion they have selected. Inform students that they will need to use their voices to communicate their chosen emotion. Provide examples such as talking more quickly than usual and in a higher pitch to show excited or talking slowly and extending words to represent sadness.

Select a student and play a round to model the activity to the class. Once students are clear of how to play the game, place them in pairs and instruct them to play a few rounds each.

Discuss the different ways students' represented the emotions with their voices, noting ideas on the board, next to the emotion they were used to represent.

Inform students that they will be using these skills when performing a play.

Prior to reading the play, *Fearless*, select some students and allocate them each one of the characters from the play. As students read, pause at the following points and discuss how the character's might be feeling:

- When Mr. and Mrs. Brown ignore the First and Second Ghosts attempts to scare them the ghosts may become increasingly frustrated, particularly in the line:

Second ghost: BOO!

- When the vampire arrives the ghosts are scared, particularly when they say the line:

Ghosts (clutching each other) Aargh!

- The ghosts are trying to act cool in the lines:

First ghost: I wasn't scared.

Second ghost: Me neither.

Note the feelings on a copy of the script, either one displayed digitally or on the hard copy of the magazine using a post-it-note.

Discuss how students might use their voices to display each of the emotions. Sample responses include:

- becoming louder and more forceful with the tone, to demonstrate frustration
- using a higher pitch to show fear
- extending the length of words to show boredom/nonchalance

Instruct the same students who read earlier for each of the characters to re-read some of the lines, using the tone, pitch, pace and volume to express the chosen emotions.

Place students in small groups. Instruct them to select a short passage of the play and to experiment with using their voice to express the emotions selected.

Allow time for students to rehearse, before matching the groups with a fellow group to perform the extract of Fearless that they have rehearsed. Provide the students with note paper or whiteboards. Instruct the group who is not performing to note the emotions they believe the other group are expressing with their voices on the whiteboard as they perform.