

Ms Law and the Corn-fusing Case of the Broken Window

| Activity Number | Activity Title | Focus |
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| One | Adjective-Noun Combinations | Different descriptions for everyday objects. |
| Two | Describe the Action! | Using detail when describing a character completing an action. |
| Three | Tennis Ball Spelling | Learning the spelling of new words. |
| Four | It's The Lockers | Writing and performing an interesting oral presentation. Public speaking skills. |
| Five | What's This? | Writing witty dialogue to surprise readers and add interest to stories. |
| Six | Classroom Courtroom | Picturing the scene of a story and writing a description of it. |
| Seven | No-Finger Bun | Taking the perspective of a character and presenting their point of view. |
| Eight | 'Cereal' Complainer | Reading for clues and using comprehension skills. |
| Nine | Speed Lines | Adding detail to writing to express character emotions. |
| Ten | Oh No It's A Cornado | Using humour and planning a documentary. Public speaking skills. |
| Eleven | Actions Are Louder Than Words | Creating believable and engaging characters. |
| Twelve | Word Splashes: Part One | Reading key words and figuring the topic that connects them. |
| Thirteen | Word Splashes: Part Two | Creating word splashes by writing words related to a specific topic. |
| Fourteen | Take On The Teachers: Part One | Using imagination to invent different cases to try against schools. |
| Fifteen | Take On The Teachers: Part Two | Using teamwork and co-operation to rank different options. |
| Sixteen | Equations | Adding humour and detail to writing. |

Activity 1

Adjective-Noun Combinations

The furry orb would be hurtling towards me any second.

'Concentrate, Steele,' I told myself.

Tap, tap, tap! I hit my bat on the concrete pitch.

Authors use different words to describe everyday objects. They do this to avoid repeating the same word throughout their story. In the section above, Matt Porter has used the words 'furry orb' to describe a tennis ball. Furry is a verb as it describes the ball and orb is a noun. Can you draw lines to match the verb-noun combinations to their regular name?

| | |
|-----------------|-------------------|
| Golf ball | Smelly receptacle |
| Water | Metal ring |
| Flag | Red crustacean |
| Boat | Thick tome |
| Basketball Goal | Floating vessel |
| Bin | Dimply projectile |
| Book | Clear liquid |
| Crayfish | Colourful banner |

Can you make up an adjective-noun phrase for these nouns?

Dolphin: _____

Car: _____

Fence: _____

Activity 2
Describe the Action!

Left, right, left, right. Radley stormed in. Each step seemed to double his pace. His foot slammed on the skipping rope crease. Radley's right arm flashed past his ear. The ball flew down the wicket.

Readers want detailed descriptions of the action taking place in your stories. Rather than simply saying 'Radley bowled the ball', Matt Porter describes how Radley bowls the bowl and what his body does during the process. Imagine, or even better, actually watch, someone completing the actions below and then write a detailed description of how they did it.

Skipping with a skipping rope-

Throwing rubbish in the bin-

Catching a tennis ball-

Your free choice, _____

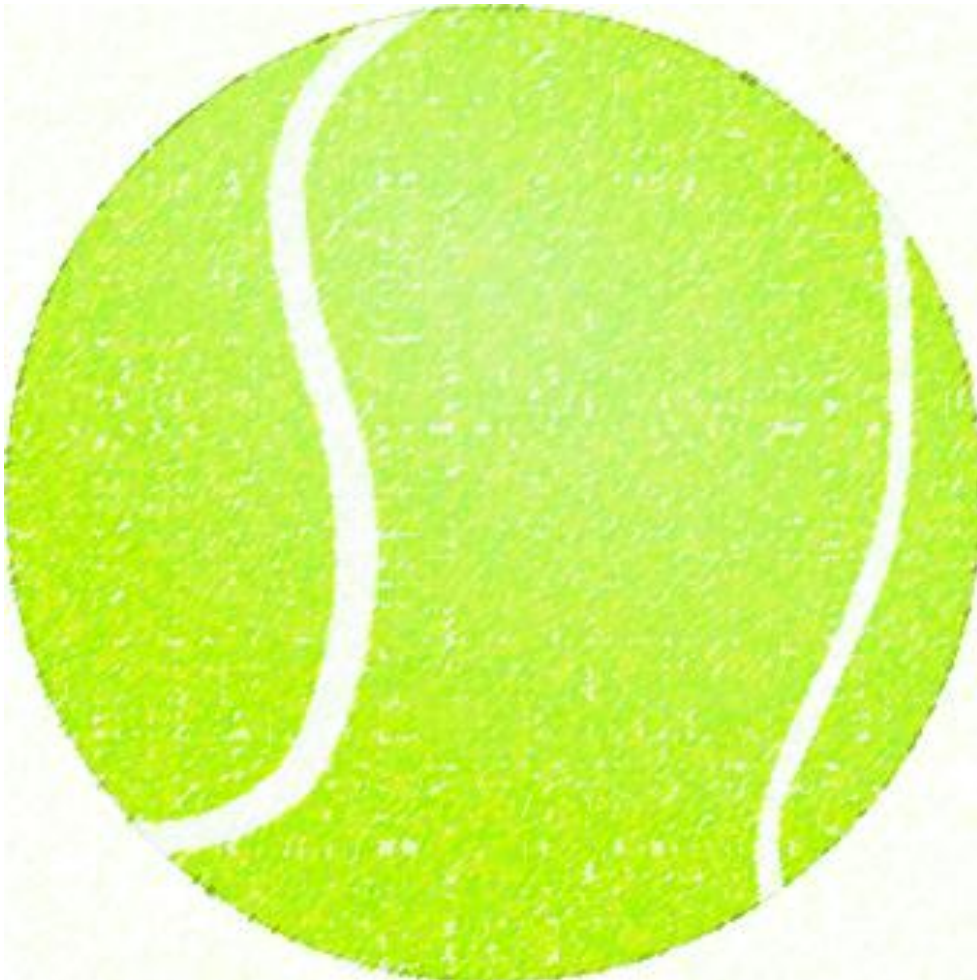
Activity 3 Tennis Ball Spelling

Radley studied the tennis ball as though the answers to our next spelling test were on it and he could read.

As you can see, Radley isn't the greatest speller at Outback Creek Primary School. How are your spelling skills? Ask a friend to write 15 words from *Ms Law and the Corn-fusing Case of the Broken Window* in the tennis ball below. You will then have ten minutes to practise spelling these words. You may like to

- Write the words three times each
- Try look/ say/ cover/ write/ check
- Make up a rhyme to help you spell each word
- Break the words in syllables
- Think of other words you can spell that have the same spelling pattern as one of your words

Good luck!



Now you've had ten minutes to practise the words, have a friend read them out and test you!

A dark, rounded rectangular banner with a starry background. The text 'Activity 4' is written in a white, handwritten-style font, with 'It's The Lockers' below it in the same style.

Activity 4 It's The Lockers

Ms Law's eyes locked on the crime scene. 'What's this?'
She looked smart enough to recognise a broken window. I figured she wasn't expecting an answer.
Pete gave her one anyway.
'Ahh ... it's the lockers.' He waved his hands shakily in front of the plastic tubs overflowing
with worksheets.

Pete nervously tries to hide the broken window by highlighting the lockers in the Grade Six B
classroom. Imagine you are Pete, what interesting features and capabilities of the lockers could you
talk about to distract Ms Law?

You are now going to turn your notes into a one-minute presentation on lockers. Your presentation
must be as entertaining and engaging as possible.

Activity 5 What's This?

Ms Law's eyes locked on the crime scene. 'What's this?'
She looked smart enough to recognise a broken window. I figured she wasn't expecting an answer.
Pete gave her one anyway.
'Ahh ... it's the lockers.' He waved his hands shakily in front of the plastic tubs overflowing with worksheets.

If you think about it, people ask lots of questions when they don't really expect an answer. Or if they are expecting an answer, they already have a good idea what the response will be. For example, if someone asks 'How are you?' they are usually expecting you to answer 'Good'. Ms Law certainly wasn't expecting an answer when she saw the broken window and asked 'What's this?'
You can add humour to your writing by making your characters answer everyday questions in a different way to surprise your readers. Write humorous responses to these everyday questions:

For example: Are you late?

No, everyone else is really early.

How are you? _____

Would you like extra homework? _____

Are you looking forward to the weekend? _____

What's been happening? _____

Activity 6 Classroom Courtroom

In the blink of an eye Ms Law had rearranged the classroom into a courtroom. She sat, perched behind the teacher's desk at the front of the room. Tables sat either side of her desk.

Imagine your classroom teacher was absent and Ms Law was your Crazy Relief Teacher! Draw a bird's eye view of your classroom, illustrating how Ms Law could rearrange the current furniture to turn your classroom into a courtroom.



Write the actions, as if you are writing it in a story, that Ms Law would have had to complete to transform your classroom:

On the back of this sheet complete the same two tasks except this time transform your classroom into one of these options:

Movie theatre Police station Concert venue Restaurant Boardroom

Activity 7 No-Finger Bun

The room buzzed. The class murmured. This would be the biggest trial in Outback Creek since Weasel took on the bakery, arguing his finger bun contained no fingers. According to him, that meant false advertising and a free bun.

Find a partner to work with. One person will take the side of Weasel, the other the side of Knuckles the baker. Each person must know prepare to be their character's lawyer for an upcoming trial.

Lawyer for Weasel

Arguments why he should win the trial: _____

Legal precedents (similar cases that have been won) : _____

Proposed punishment for Knuckles: _____

Lawyer for Knuckles

Knuckles defence (why he should be found not guilty) : _____

Legal precedents (similar cases that have been won) : _____

Proposed punishment for Knuckles: _____

Ask a classmate or teacher to listen to both you and decide who wins the trial.

Activity 8 'Cereal' Complainer

The room buzzed. The class murmured. This would be the biggest trial in Outback Creek since Weasel took on the bakery, arguing his finger bun contained no fingers. According to him, that meant false advertising and a free bun.

A quick flick through the file of Weasel shows that he is a serial complainer. He has even complained about his breakfast cereal! Your challenge is to draw a line to match the food with Weasel's reason for complaining.

For example, Finger Bun would be matched with 'It contained no fingers'.

| | |
|-----------------|-------------------------------------|
| Boston Bun | One side was longer than the others |
| Square Meat Pie | Was on a stick, not a pole |
| Potato Cake | No evidence of a festive occasion |
| Icy-pole | Wouldn't tumble even when on a hill |
| Party Pie | Wasn't made in America |
| Rice Bubbles | Contained no spiky animals |
| Sausage Roll | No icing on this cake |
| Hedgehog | No pops, only snaps and crackles |

List more foods and come up with inventive reasons why Weasel might complain about them.

Activity 9 Speed Lines

Brittany added a sketch of Pete riding his bike to her picture. In truth it was pretty good, but the speed lines were a bit over the top. And I don't remember Pete having bloodshot eyes.

Brittany adds the speed lines and bloodshot eyes to her sketch of Pete. She does this to make him look crazy. You can use this strategy to help readers understand your character's state of mind. Adding a crease across a character's forehead can help readers understand that the character is angry. Fill out the rectangles with physical changes you could add to a character to enhance each feeling.

Excited

SCARED

Happy

TIRED

Activity 10
Oh No It's A Cornado!

Pete flung his hand over his eyes and glared towards the horizon. 'Can it be?' He slapped his palms on his cheeks. 'It's a ... CORNADO!'

Pete is the world's leading expert on cornadoes. If you made up a natural disaster you could be the world's leading expert on it! Below is a list of natural disasters. Your job is to change part of one of them to make a new natural disaster. For example, a hurricane could be changed to a curry-cane; a fast swirling wind carrying traditional Indian food.

Natural disasters:

- Hurricane
- Tidal Wave
- Cyclone
- Earthquake
- Tsunami
- Mudslide

Your new natural disaster: _____

Make up some facts about your new natural disaster:

Use the space below to plan a documentary, like Pete's, on your natural disaster.

Activity 11

Actions Are Louder Than Words

We relaxed at the defendant's table. Brittany could talk all she liked about Pete's history, like the swimming carnival when he invented a new stroke, the Peterson Paddle, and finished the race in the crowd.

When writing, it's a great idea to show your readers rather than tell them. This strategy makes your characters more believable and therefore helps readers engage further with them. In the section above, Brittany doesn't simply say Pete is reckless. She shows everyone how reckless he is by telling us about his invented swimming stroke. Make up behaviours that demonstrate the characteristics below.

For example, **insane**: Pete tucked his hands under his armpits and shook his elbows like a chook with a double dose of bird flu. 'WOOP-WOOP-WOOP!'

Lazy _____

Forgetful _____

Energetic _____

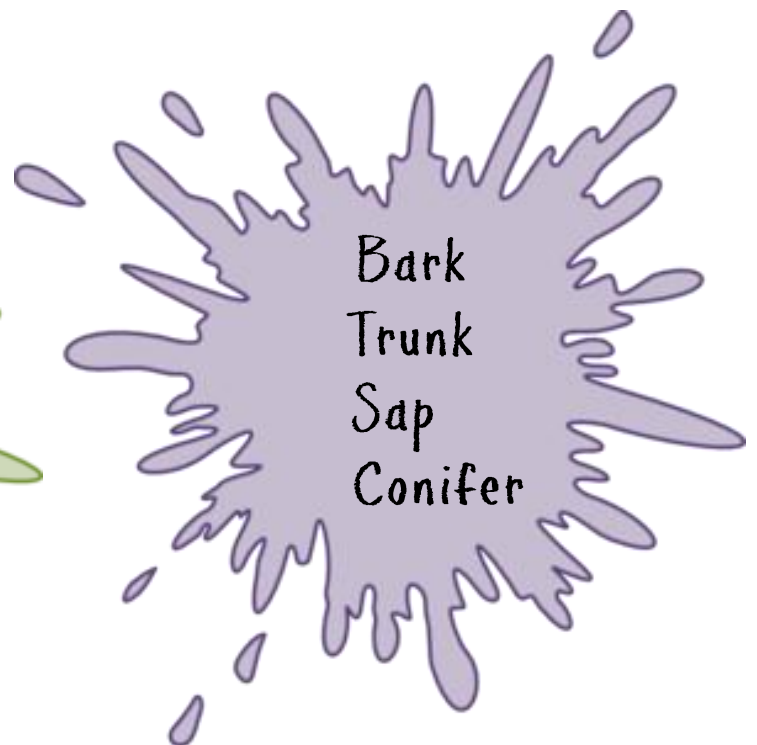
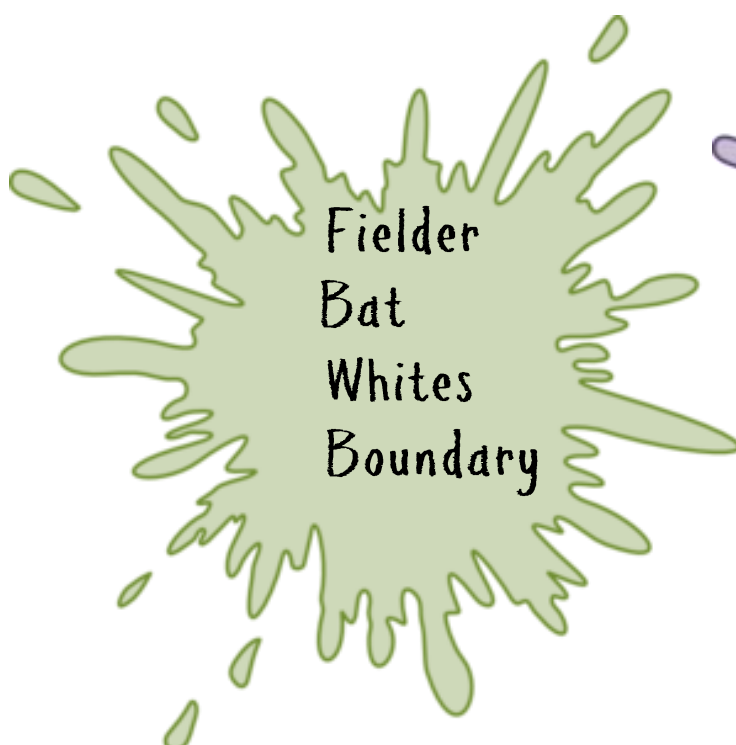
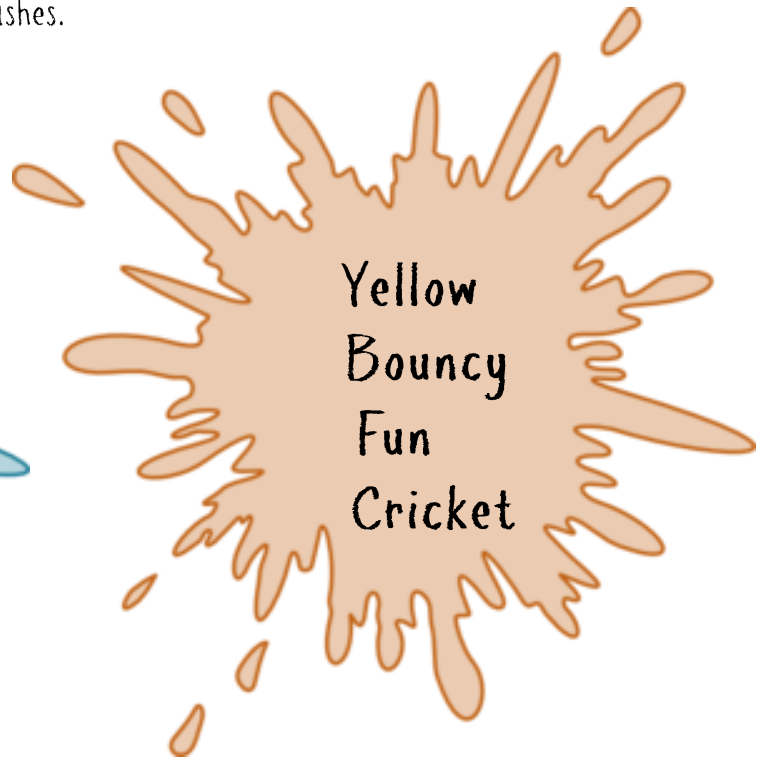
Crazy _____

Activity 12

Word Splashes Part One

Nathan overheard. He rushed over and burst into a detailed explanation containing words like thrust, reaction force, air resistance and finally, Newton's 3rd Law.

Nathan can't help blurting out a series of words to help Steele prove his scientific point. What Nathan said is called a word splash. A word splash is a series of words all relating to the same topic. See if you can guess the topic of these word splashes.



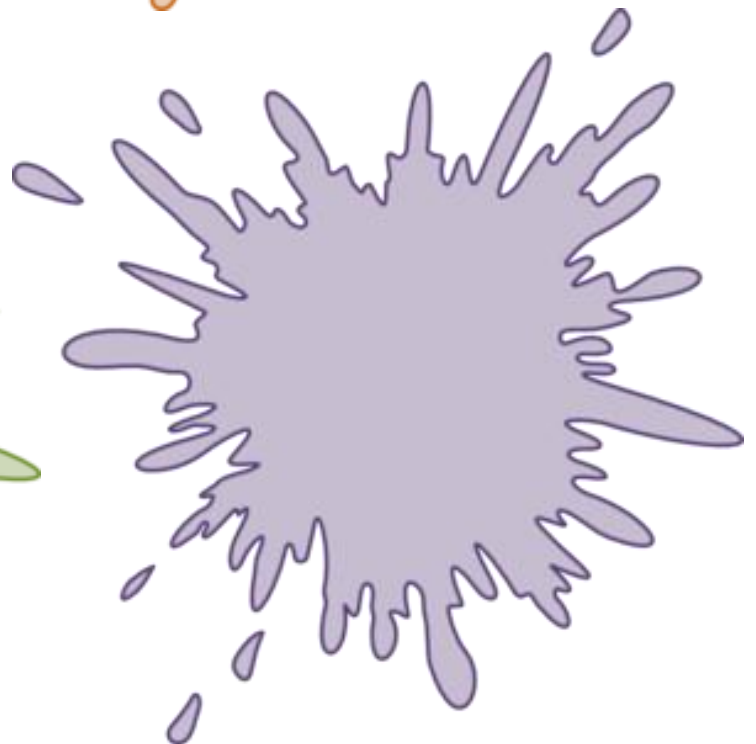
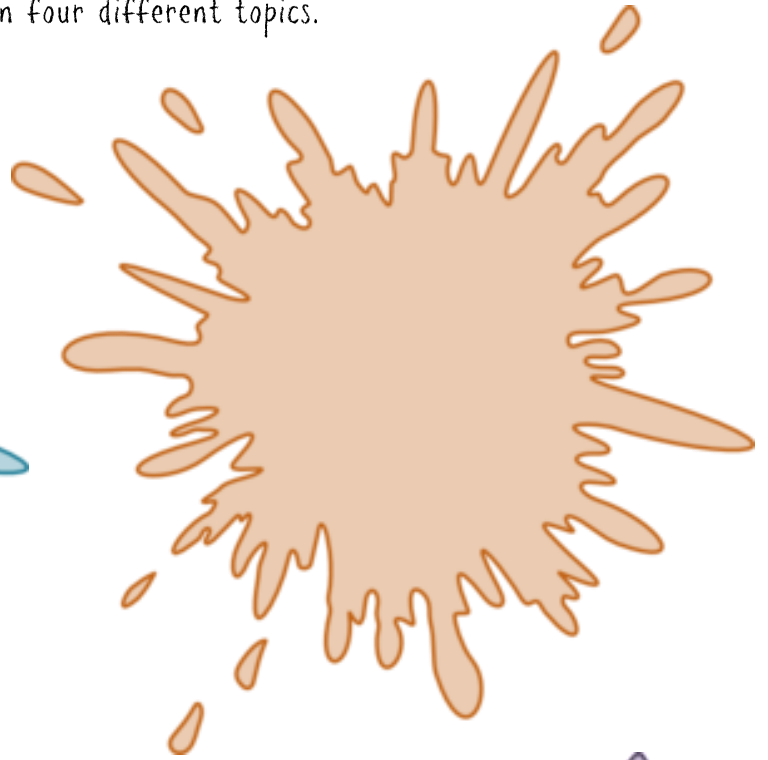
Answers from top left: popcorn, tennis ball, cricket and cypress tree.

Activity 13

Word Splashes Part Two

Nathan overheard. He rushed over and burst into a detailed explanation containing words like thrust, reaction force, air resistance and finally, Newton's 3rd Law.

Nathan can't help blurting out a series of words to help Steele prove his scientific point. What Nathan said is called a word splash. A word splash is a series of words all relating to the same topic. Fill each of the word splashes below with words on four different topics.



See if a classmate can guess the topic of your word splashes.

Activity 14
Take On The Teachers: Part One

Ms Law slipped into the seat next to me.

'How about tomorrow we file a suit against the Education Department and get homework banned across the state?' I asked.

Steele is keen to try and get homework banned across the state. If you had access to a lawyer, what would be the top ten cases you'd file against primary schools?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Choose one of your cases and write a story about a school that has that rule.

Activity 15

Take On The Teachers: Part Two

Ms Law slipped into the seat next to me.

'How about tomorrow we file a suit against the Education Department and get homework banned across the state?' I asked.

Steele is keen to try and get homework banned across the state. If you had access to a lawyer, what would be the top ten cases you'd file against primary schools? In a group, rank the following cases from one (most important) to ten (least important). Make sure everyone in your group gets a say and you work together.

Lunchtime extended to two hours.

No more fractions.

Only four days of school a week.

Sport lessons every day.

School cancelled when it's over thirty degrees.

No more school uniforms.

Students have an afternoon recess every day.

Pen licences given to all students in prep.

Ban all tests.

All words considered correctly spelt as long as the first letter is correct.

Activity 16 Equations

Our very own weapon of maths destruction, Nathan, tapped away on his calculator, figuring the chance Pete had of being found not guilty. 'Number of detentions served divided by rubbish pieces picked up voluntarily, plus number of times forgotten to put chair up ...'

'Don't forget the hours spent helping my prep buddy,' said Pete.

Nathan finally hit the equals button. 'Pete has an eighteen per cent chance of escaping conviction.'

Write your own equations for these situations:

Your chance of becoming captain of your sporting house at school –

Your chance of using a successful excuse for not handing in your homework –

Your chance of getting extra dessert from your parents –

Your free choice, _____
