Stage 1 student English workbook

Name:  
Class:

# Overview

During this sequence of learning you will explore what narrative is and why it is important to understand it for your writing, reading and in everyday life.

You will also do many of the same types of learning activities you do at school – you're just doing them in a different space.

## Resources

Everyday, you:

* will need an adult so you have the opportunity to discuss work. They can explain concepts and tasks to you. Your adult will also check your work and can help you if you need it
* will need access to stationery. This will include pens, coloured pencils, textas, highlighters, scissors and glue
* will need to use the S1 Student workbook your teacher has sent home with you, or some paper
* are expected to engage in a reading task, and a writing task
* are encouraged to read aloud with an adult for approximately 5-10 minutes
* are expected to write legibly and present your work just as well as you would to your teacher at school. Your teacher’s bookwork expectations are expected here too.

## Texts

Printed and accompanying this workbook

* narrative video script

Text from The School Magazine:

* Mudimals
* Once Upon a time
* School Dog’s Big Mistake

## Activity 1

## Task a– Phonics

 Play this game with a partner. You've got 3 minutes! What phoneme/grapheme are you focusing on? If you’re not sure, let’s focus on ’th’...Think of and say the words that contain that phoneme/grapheme.

Ready, set, GO! Write the words here:

A boy's name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A girl's name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A fruit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A vegetable: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A toy: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Something in your bedroom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Task b – High frequency words

Write three sentences using high frequency sight words. Examples of high frequency words sight words might be: because, should, there, they, came, people, around, was. If you can write your high frequency sight words in compound sentences – go for it!

Write your sentences here. Highlight the high frequency sight word you have used.

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## Task c – reading

 Your teacher or adult will select a text for you to read aloud to them.

Remember to read ‘smoothly’. You might also like to experiment with using expression.

When you are finished reading, retell the story to your adult. Who were the characters in the story? What happened? Did anything interesting or unusual happen?

If this was a non-fiction text, what was it about? Did you learn anything new? Has it challenged the way you have always thought about something?

Write the title of the text you read here. Also record this information in Record of text, which is at the back of this workbook.

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## Task d – response to text

If you are able to, watch the narrative stimulus video at https://vimeo.com/398136873. If not, ask an adult to read the script of the video (available as part of the S1 student resource package) to you. Remind your adult to read smoothly. You may like to highlight all of the important parts.

As you are watching or listening, think about the following questions:

Think of the narrative the girl (Erin) was telling Mr Cranna about: what happened to her at the beginning (orientation), middle (complication) and end (resolution)?

What is narrative? What does a narrative include? How does knowing about narrative help you when reading and writing?

Discuss these questions with your adult.

**Information about narrative**

Narrative is the way we make sense of our lives. We communicate through telling narratives of our own experiences, those of others and fictional characters. We recognise ourselves and others, make judgements and think critically as we are invited to respond to a narrative. Narrative is how we communicate information, values and ideas and explore human motivations and actions. Through the objectives of reading and viewing, writing and responding, speaking and listening, this sequence of lessons aims to introduce the concept of narrative, explore how conventions work in a range of texts to invite creative writing and responding.

In stage 1, students understand that narrative is constructed for particular audiences and purposes.

They learn that stories

* are usually made up of a sequence of events
* have patterns that set up expectations and allow prediction of actions and attitudes
* can have messages and evoke feelings
* can be varied in the telling
* present a view of their world.

## Check your work

Check you have completed all these tasks

* + Task a - phonics
  + Task b – high frequency words
  + Task c – reading
  + Task d – narrative video/script response to narrative structure

## Reflection

Think about what you have learnt so far. Think about these questions.

* What did I learn from the narrative video/script?
* Why is it important to make sure my story makes sense?

Discuss your thoughts with your adult.

# Activity 2

## Task a - vocabulary

Let’s think about the word ‘good’. It’s a bit boring! Brainstorm to write other words that mean the same thing, for example: awesome, super, great.

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Write one of these words in a sentence, that starts with the word ‘as’. Example: As I was such a wonderful writer, I wrote a great story about my cat!

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If you can write more – go for it!

## Task b – High frequency words

Write three sentences using high frequency sight words. Examples of high frequency words sight words might be: would, what, house, play, come, said. If you can write your high frequency sight words in compound sentences – go for it!

Write your sentences here. Highlight the high frequency sight word you have used.

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## Task c – reading

 Your teacher or adult will select a text for you to read aloud to them.

Remember to read ‘smoothly’. You might also like to experiment with using expression.

When you are finished reading, retell the story to your adult. Who were the characters in the story? What happened? Did anything interesting or unusual happen?

If this was a non-fiction text, what was it about? Did you learn anything new? Has it challenged the way you have always thought about something?

Write the title of the text you read here. Also record this information in Record of text, which is at the back of this workbook.

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## Task d – response to text

If you are able to, watch the narrative stimulus video at https://vimeo.com/398136873. If not, ask an adult to read the script of the video (available as part of the student resource package) to you. Remind your adult to read smoothly.

As you are watching or listening, think about the following question:

* Who are the characters in this narrative? (Hint: They are not all human!)
* Draw and label the characters and setting (place).

1. Write what you know about the two characters. Think about both their personality (what they say and do) as well as what they look like.

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## Check your work

Check you have completed all these tasks

* + Task a - words the same as good
  + Task b – high frequency words
  + Task c – reading
  + Task d – narrative video/script response on character and setting

## Reflection

 Think of a book that you love reading. Answer these questions and discuss your answers with your adult.

* Who are the characters in the book?
* What is the complication in the narrative (story)?
* If the problem is solved, how?
* What do you know about narrative so far?

# Activity 3

## Vocabulary

Let’s think about the word ‘bad’...it’s a bit boring! And bad can mean so many different things, depending on what you’re talking about. Brainstorm other words that can be used instead of bad, for example: awful, yuck, wrong, hard, unpleasant, painful...

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Write one of these words in a sentence, that starts with the word ‘when’. Example: When my brother made dinner last night, he added too much salt and it tasted foul! (I used the word ‘foul’ instead of ‘bad’.)

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## Task b – phonics/spelling

 Look around the house and try to spell 5-10 objects that you can see (example: desk, table, book, microwave, fridge).

## Task c – reading

 Remember to read ‘smoothly’. You might also like to experiment with using expression.

When you are finished reading, retell the story to your adult. Who were the characters in the story? What happened? Did anything interesting or unusual happen?

If this was a non-fiction text, what was it about? Did you learn anything new? Has it challenged the way you have always thought about something?

Write the title of the text you read here. Also record this information in Record of text, which is at the back of this workbook.

Your teacher or adult will select a text for you to read aloud to them.

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## Task d – response to text

 A narrative (story) has characters and settings (places). Characters are not always people. Using the text ‘Once upon a time’ by Sara Matson, use a highlighter to indicate the orientation of the narrative. Using a different colour, highlight just once, the section in the text which indicates the complication. Using a final colour, circle the resolution to the story, when the ending is resolved and explained.

## Check your work

Check you have completed all these tasks

* + Warm up – read or listen to ‘Once upon a time’ by Sara Matson
  + Task a – words instead of ‘bad’
  + Task b – spell 5-10 words from the house
  + Task c – reading independently
  + Task d –response to ’Once upon a time’

## Reflection

 Think about the narrative ‘Once upon a time’ by Sara Matson Answer these questions and discuss your answers with your adult.

* Think of other stories you have read, listened to or viewed, that have a clear orientation, complication and resolution. Fairytales often have a very clear structure.
* Discuss with your adult why texts often follow a structure like that, and if the author chooses NOT to follow that structure, what happens?
* How does this affect the viewer’s experience of the text?

# Activity 4

## Task a – Interesting words

 The text ‘Once Upon a Time’ by Sara Matson uses some ‘interesting’ words. Ask an adult to help you use a dictionary or explain the meaning of these words.

1. crumpled \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. soaring \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. chirped \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. nap \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. gathered \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. scolded \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Draw a picture that shows what one of these words means. Challenge: can you include the meaning of more than one word in your picture? Remember to label your picture with the word/s.

## Task b – adjectives

 An adjective gives more information in a sentence, for example:

* The **beautiful**, **white** cat strutted across the garden.

Adjectives describe someone or something. The character in the story remembers sitting in a **little** chair. In this sentence ‘little’ is the adjective because it describes the chair.

Brainstorm and write 5-10 other adjectives that could describe a chair. For example, ‘large’, ‘brown’, ‘hard’ or ‘comfortable’.

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5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Think of an adjective to describe these nouns:

bird\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

bear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

owl \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

tree \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

book \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Task c – reading

 Your teacher or adult will select a text for you to read aloud to them.

Remember to read ‘smoothly’. You might also like to experiment with using expression.

When finished reading, retell the story to your adult. Who were the characters in the story? What happened? Did anything interesting or unusual happen?

If this was a non-fiction text, what was it about? Did you learn anything new? Has it challenged the way you have always thought about something?

Write the title of the text you read here. Also record this information in Record of text, which is at the back of this workbook.

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## Task d – Quality Text

 Select a text you like. This might be a picture book or an online text. Discuss this with an adult, and then describe in a short paragraph or picture, what you like about it and how it makes you feel. Is there something you can relate to? What is it about that text that makes you connect to it?

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## Check your work

Check you have completed all these tasks

* + Task a – interesting words
  + Task b – adjectives
  + Task c – reading independently
  + Task d –quality text

## Reflection



* Speak with an adult about your current level of understanding. Why is narrative important? Who uses narrative? What is the reason for using this structure in both written and spoken language?

# Activity 5

## Task a – description

 Look out your window and use adjectives to describe what you can see, hear and feel. For example, “My soft, sleepycat islying under the **tall** tree. There is a light wind blowing the wet washing on the line.”

Describe two things you saw:

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## Task b - reading

 Your teacher or adult will select a text for you to read aloud to them.

Remember to read ‘smoothly’. You might also like to experiment with using expression.

When finished reading, retell the story to your adult. Who were the characters in the story? What happened? Did anything interesting or unusual happen?

If this was a non-fiction text, what was it about? Did you learn anything new? Has it challenged the way you have always thought about something?

Write the title of the text you read here. Also record this information in Record of text, which is at the back of this workbook.

Write the name of the text you read here.

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## Task c – independent writing

 Write a short narrative (story) in response to a picture. You might like to use the picture below. 

["'Pugpool' Deadpool Dog Sidekick"](https://www.flickr.com/photos/43810158@N07/35539105606) by [DaPuglet](https://www.flickr.com/photos/43810158@N07" \t "_blank) is licensed under [CC BY-SA 2.0](https://creativecommons.org/licenses/by-sa/2.0/?ref=ccsearch&atype=rich)

Remember to include:

* an orientation (setting, characters) to introduce the characters and places
* a complication (a problem)
* a resolution (ending) that might solve the problem (or not).

Make sure you can easy see the difference between the sections of your narrative.

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## Check your work

Check you have completed all these tasks

* + Task a – describe outside your window
  + Task b – reading independently
  + Task c – independent narrative writing

## Reflection



What do you consider to be the best part of your narrative? Does it sound awesome?

Did you experiment with adjectives? What is one thing you would like to improve in your writing?

You might like to read it aloud to your adult; I’m sure they would love to hear it.

# Activity 6

## Task a – phonics

 Play this game with a partner. You've got 3 minutes! What phoneme/grapheme are you focusing on? If you’re not sure, let’s focus on ’sh’...Think of and say the words that contain that phoneme/grapheme.

Ready, set, GO! Write the words here:

A food: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

An animal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Something found outside: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Something you don’t like: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Can you do the same for the ‘ch’ phoneme?

## Task b – high frequency sight words

 Using your sight words, play a game with an adult. The game could be Snap, Memory or Go Fish. You will need some blank paper. Fold it three times and ask your adult to cut it along the folds so you have multiple rectangles of paper. You may need to do this to a few pieces of paper. Write your high frequency words out on each card. Repeat, so you have a second set. Make sure you say each word as you turn it over. You could make it harder by using each word in a sentence, or generating a rhyming word. Have fun!

## Task c – reading

 Your teacher or adult will select a text for you to read aloud to them.

Remember to read ‘smoothly’. You might also like to experiment with using expression.

When you are finished reading, retell the story to your adult. Who were the characters in the story? What happened? Did anything interesting or unusual happen?

If this was a non-fiction text, what was it about? Did you learn anything new? Has it challenged the way you have always thought about something?

Write the title of the text you read here. Also record this information in Record of text, which is at the back of this workbook.

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## Task d – quality text

 Read or listen to the poem 'Mudimals' by Claire Saxby.

Draw your own ‘mudimal’, labelling the attributes of the mudimal with adjectives e.g. long neck, wobbly legs.

## Check your work

Check you have completed all these tasks

* + Task a – phonics
  + Task b – high frequency sight word game
  + Task c – reading independently
  + Task d –quality text - Mudimals

## Reflection



* Who are the characters in the poem?
* What word choices has the author made to help us get a picture in our head about the way each mudimal looks?
* How does knowing this help me when I am writing? How does it help when I’m reading?
* Why is it important to get a picture or visualise in our heads?
* Students share their reflections with their adult.

# Activity 7

## Task a – adjectives

 Adjectives are describing words. They describe a noun.

Examples: The boy had **dirty, black** socks on.

After reading or listening to the poem Mudimals by Claire Saxby, identify the adjectives in the poem by highlighting them with a highlighter.

## Task b – phonics

Locate the words with the ‘ee’ phoneme in the poem Mudimals by Claire Saxby and highlight them. Record these below and highlight the letters in the word (grapheme) that makes the ‘ee’ phoneme. Brainstorm more words that make the ’ee’ phoneme, e.g. me, leaf, tree, Chinese, hungry, me. How many words can you write in 5 minutes, using this phoneme? If you don’t know the correct spelling - have a go!

Consider - does it sound right when I read through the word? Does it look right?

Write them here:

## Task c – reading

 Your teacher or adult will select a text for you to read aloud to them.

Remember to read ‘smoothly’. You might also like to experiment with using expression.

When you are finished reading, retell the story to your adult. Who were the characters in the story? What happened? Did anything interesting or unusual happen?

If this was a non-fiction text, what was it about? Did you learn anything new? Has it challenged the way you have always thought about something?

Write the title of the text you read here. Also record this information in Record of text, which is at the back of this workbook.

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## Task d – quality text review

 Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Who created it? (e.g. author, production house): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Where can it be found? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In my opinion, the best character’s name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Draw them here and use four words to describe this character:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Most interesting part of the story:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Rate it: Circle the best answer:

5/5 It was awesome! I loved this text!

4/5 Pretty good, I liked this text.

3/5 Average, it was just okay.

2/5 Not the best, it wasn’t for me.

1/5 I don’t recommend this text.

## Check your work

Check you have completed all these tasks

* + Task a – adjectives
  + Task b – phonics
  + Task c – reading independently
  + Task d –quality text review

## Reflection



* + What type of text do you enjoy watching, listening to, and reading?
  + Why do you find this appealing?
  + What don’t you like to read, watch or listen to? Why?

# Activity 8

## Task a – rhyme strings

 This game involves you being able to rhyme single syllable words quickly. It will require the assistance of an adult.

There will be a time limit e.g. 5 – 8 seconds (longer if writing) for each word given.

You may decide to write these words down as fast as you can, or just say the words to an adult as quickly as they can, until the time runs out.

An adult will provide you with the first word: dog (rhymes with: log, bog, clog...) but then quickly switch to another word, such as:

* key
* table
* bread
* phone
* book
* mouse
* bath
* leaf

You must change immediately to say as many rhyming words possible, before the time is up and the word changes again!

## Task b – reading

 Your teacher or adult will select a text for you to read aloud to them.

Remember to read ‘smoothly’. You might also like to experiment with using expression.

When you are finished reading, retell the story to your adult. Who were the characters in the story? What happened? Did anything interesting or unusual happen?

If this was a non-fiction text, what was it about? Did you learn anything new? Has it challenged the way you have always thought about something?

Write the title of the text you read here. Also record this information in Record of text, which is at the back of this workbook.

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## Task c – quality text – School Dog

 Read or listen to the text ‘School Dog’s Big Mistake’ by Gaz Simpson.

School dog is the main character in the text. Animals can be characters in a narrative.

Draw your own School Dog and label the physical attributes, e.g. big, brown, hairy. Around the outside, write adjectives to describe his personality, e.g. loyal, friendly.

## Check your work

Check you have completed all these tasks

* + Task a – rhyme
  + Task b – reading
  + Task c – School Dog

## Reflection



Did this story follow the path of a typical narrative?

Was there a clear orientation, complication and resolution?

Describe the complication in the narrative to your adult.

Was there a pattern set up, that made you predict what was going to happen?

Did you enjoy the story, why or why not?

Who was telling the story? How do you know - what evidence is there of this? Find that in the text.

Discuss this with your adult.

# Activity 9

## Task a – Antonym

 An antonym is a word opposite in meaning.

The word is ‘mistake’. Brainstorm as quickly as you can, all the antonyms for mistake e.g. correct, yes, true, right.

* mistake
* large
* hairy
* wet
* quiet
* slow
* disgust

Which word did you think of the most antonyms for?

## Task b – phonics

Your teacher may have a different task for you. Here is an example of an activity you could do.

A split digraph is when the vowel sound is split by a consonant a-e, or example; cake, late. The long vowel sound ‘A’ is split by a consonant. Circle and say and say the words which contain the split-digraph a-e, i-e, o-e, e-e, u-e.

## Split digraphs

A split digraph is when the vowel sound is split by a consonant a-e, i-e, o-e, e-e, u-e. For example; cake, white, tone, tube. The long vowel sound – A, I, O, U, E (less examples for E) is split by a consonant. Circle and say the words which contain the split-digraph a-e, i-e, o-e, u-e, e-e.

Circle and say the words with a split digraph.

### ripe crate bite cap pine

### these hope tap plane fate

### hat delete pile dog

### cube mane kit tape Pete

### can spine made tub

## Task c – reading

 Your teacher or adult will select a text for you to read aloud to them.

Remember to read ‘smoothly’. You might also like to experiment with using expression.

When you are finished reading, retell the story to your adult. Who were the characters in the story? What happened? Did anything interesting or unusual happen?

If this was a non-fiction text, what was it about? Did you learn anything new? Has it challenged the way you have always thought about something?

Write the title of the text you read here. Also record this information in Record of text, which is at the back of this workbook.

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## Task d – building the narrative

 Read or listen to the text ‘School Dog’s Big Mistake’ by Gaz Simpson from The School Magazine.

Part of a narrative is building a whole picture of a character, through thinking about where they are, and why. What the author doesn’t tell us directly, they might hint at. Or if they don’t give the reader many hints, we make it up in our imagination, drawing conclusions from what we read and what we know about.

Let’s think about School Dog. Do we know where he came from? No. Where did he live when he was a puppy? Who did he live with?

Make up School Dog’s background, because that is part of his personal narrative.

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## Check your work

Check you have completed all these tasks

* + Task a – antonym
  + Task b – phonics
  + Task c – reading
  + Task d – Building the narrative School Dog’s Big Mistake

## Reflection

 Questions about School Dog:

Ask students to consider how their personal experiences and ideas influence the way they think about School Dog. For instance, if they did not like dogs, the story would not appeal to them. What would their opinion of the author be?

Discuss this with your adult.

# Activity 10

## Task a – description

 Look out your window and use adjectives to describe what you can see, hear and feel. For example, “My dad is relaxing in a cane chair, enjoying the warm sun on his old, wrinkled face. The crumpled newspaper is on the ground, near his dirty feet.”

Describe two things you saw:

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## Task b – reading

 Your teacher or adult will select a text for you to read aloud.

Remember to read ‘smoothly’. You might also like to experiment with using expression.

When you are finished reading, retell the story to your adult. Who were the characters in the story? What happened? Did anything interesting or unusual happen?

If this was a non-fiction text, what was it about? Did you learn anything new? Has it challenged the way you have always thought about something?

Write the title of the text you read here. Also record this information in Record of text, which is at the back of this workbook.

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## Task c – independent writing

["Family"](https://www.flickr.com/photos/33389938@N00/2609711377) by [Shiny Things](https://www.flickr.com/photos/33389938@N00) is licensed under [CC BY-NC 2.0](https://creativecommons.org/licenses/by-nc/2.0/?ref=ccsearch&atype=rich)

 Write a short narrative (story) in response to a picture. You might like to use the picture above.

Remember to include:

* A **beginning** to introduce the characters and places (orientation)
* A **middle** which has a problem (complication)
* An **end** that might solve the problem (resolution).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Check your work

Check you have completed all these tasks

* + Task a – describe outside your window
  + Task b – reading independently
  + Task c – independent narrative writing

## Reflection



What do you consider to be the best part of your narrative?

Did you use some adjectives?

What is one thing you would like to improve in your writing?

Talk to your adult and then write a sentence or two about what you think.

**My record of texts**

‘Texts’ includes sound, print, film, digital and multimedia. It’s the way we communicate. So that means it can be a book, text message, podcast, play, website and even a movie. When we talk about text, it could be any of these communications.

Record the title of each text you engage with (or if it is a novel, you might like to record each chapter title).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Title** | **Type of text e.g. a poem** | **Independent or shared** | **Notes** |
| 1 April | The Barber Shop Scissor Twister | comic | Shared with mum | I recommend this comic because it is funny. Mum did funny voices. |
|  |  |  |  |  |
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