

Teachers' Notes

This book is part of *The English Series*, which consists of seven books altogether.

The activities in this book allow students to think carefully about the structure, language features and content of a range of text types. Individual, partner and group activities are included and cater for different learning abilities and styles. Many activities are open-ended and enable the development of early years thinking skills.

Activities include:

- kinesthetic tasks: acting out meanings, role playing;
- print-based tasks: labelling, reading and writing activities;
- auditory tasks: listening to comprehend;
- visual tasks: talking about meanings and collecting pictures, images/objects, etc.

This book is divided into seven sections, which are outlined in detail below.

Section One: Poetry

In this section students will understand how to identify visual and written clues in a text to generate theories about the content and then test these theories against information found in the text. They will understand and locate the main idea/s in texts by gathering and condensing information.

Section Two: Fiction

In this section it is important that students get the opportunity to talk about the meaning of written texts. As spoken and written language are different in their vocabulary, semantics, grammar and syntax. By allowing students to think aloud about the meaning of texts they have the opportunity to express the written text meanings in every day spoken language, making it easier for them to understand.

Section Three: A Narrative

In this section students will be given the opportunity to look at the typical structure of a fiction text and recognise its different parts.

Section Four: Informative & Imaginative Texts

In this section, teachers are able to model reading behaviours for their students. The activities will encourage discussing similarities and differences between different text types.

Section Five: More Poetry

In this section, students will be encouraged to use prior knowledge, to identifying literal information explicitly stated in the text. By integrating ideas and information in texts, students will learn to record answers in both a visual and written format.

Section Six: Connections

In this section, students will make personal connections between the text and their own experiences. To encourage text to self-connections they will use Connection Stems. Activities encourage students to visualise by creating mental images of elements in a text that they are summarising.

Section Seven: Traditional Tales

In this section, students will learn that as stories become more complex, more inferential thinking is required. The strategy for identifying and understanding story-character components needs to be more detailed and expanded with questions in relation to self.



Inside And Outside

Activity

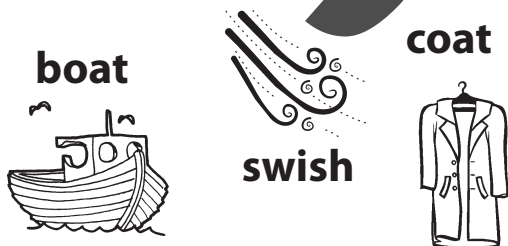
- Read or listen to the poem *Paper Boat*, then complete this activity sheet.

1. The poem *Paper Boat* describes indoor and outdoor activities. Which activities do you do inside and which activities do you do outside? Copy the words inside and outside of the boat to show indoor and outdoor activities. Add some of your own words.

read ride swim sleep eat drive play fly sit walk



2. Circle the words that rhyme in *Paper Boat*.



3. Write your own rhyming words here.



4. Write the number of syllables in each word. Clap to help you.

paper

boat

puddle



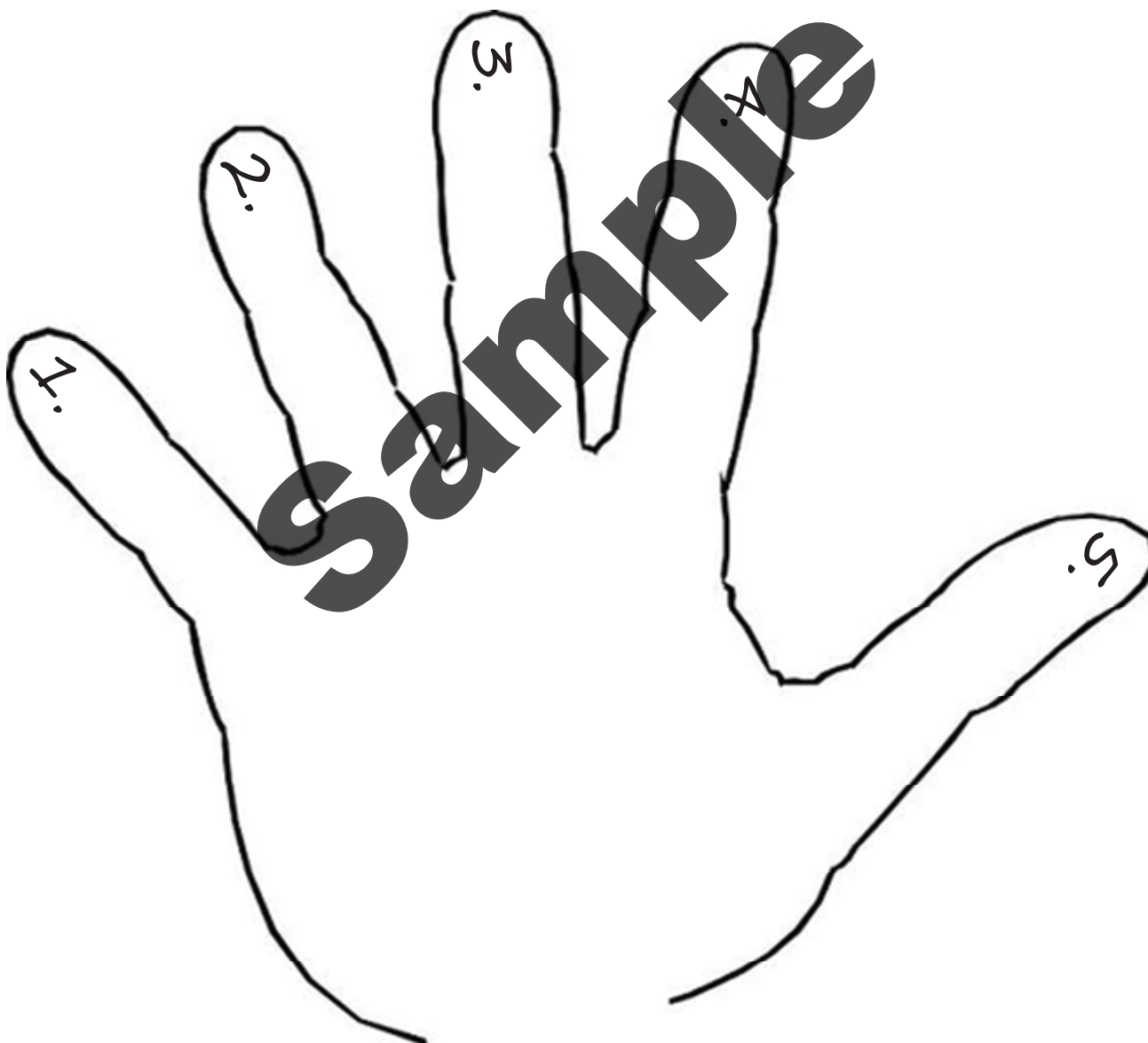
Summary In My Hand

Activity

- Read or listen to the poem *Paper Boat*, then complete this activity sheet.

Place your answers to the questions inside each finger.

1. Finger 1: Name one setting in the poem.
2. Finger 2: Name an action in the poem.
3. Finger 3: What is something that you have made on a rainy day?
4. Finger 4: Write down word/s that indicate how fast the narrator is doing something in the poem.
5. Thumb: What is the narrator wearing in the poem?



DRAW

- ☐ In the palm of the hand, draw a picture to match the poem.


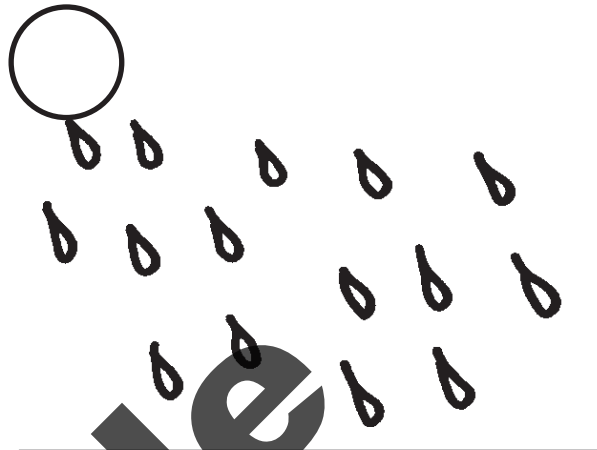
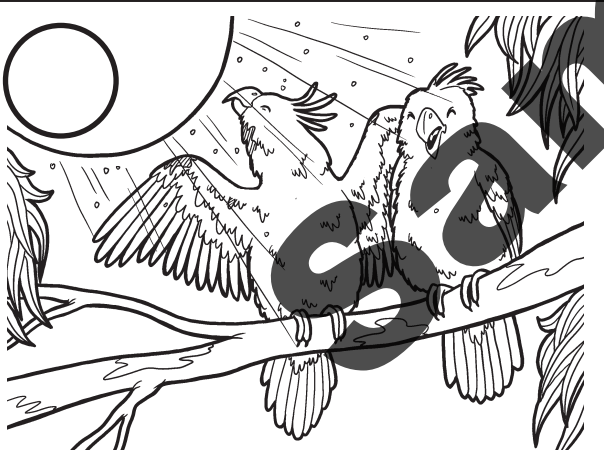
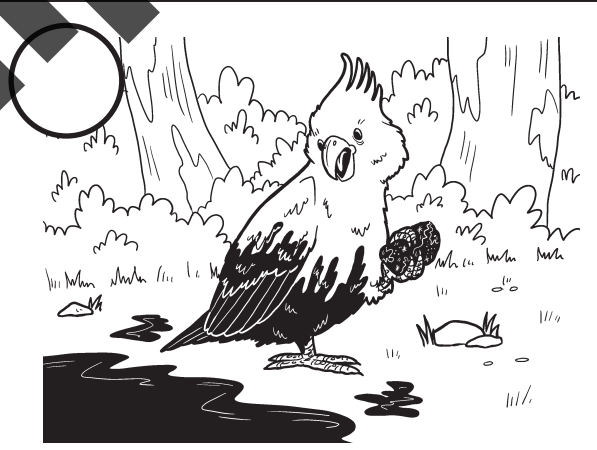


What Goes Where?

Activity

- Read or listen to *The Cockatoo And Its Colours*, then complete this activity sheet.

Match the words to the pictures by cutting and pasting. Number the circles to show the order that the events happened in the story.

 <div data-bbox="183 896 758 1052"></div>	 <div data-bbox="829 896 1404 1052"></div>
 <div data-bbox="183 1534 758 1713"></div>	 <div data-bbox="829 1534 1404 1713"></div>

It began to rain, and rain and rain.

Feather Tail flew up to the Sun.

Feather Tail and the opal turned black.

Colours fell from the sky onto the other cockatoos to give them colours.



Punctuation

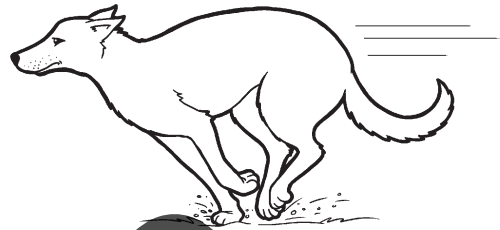
Activity

- Read the excerpts taken from the texts *The Dingo* and *Dingo And His Friends* below, then complete this activity sheet.

1. Circle the capital letters in red and circle the full-stops in green.

The dingo is an Australian wild dog that was introduced to Australia some 3,000 to 4,000 years ago, from South East Asia.

The Dingo is believed to be the ancestor of all dog breeds. Dingoes are golden or reddish in colour. Dingoes can live up to over 20 years.



2. What do you notice about where they are?

Capital letters: _____

Full stops: _____

3. Circle the commas in red.

Dingoes hunt alone or in packs. They eat: rabbits, rodents, birds, lizards, fruits and plants.

4. Circle the commas in red.

Sun, Dingo, Crow and Possum stood on the hill and watched.

5. Write one rule about a comma:

Rule: _____

We rest under a tree.
Ahh! Ahh! Ahh!
We eat our lunch,
there is the river!

Through the sand,
squeak, squeak, squeak.
Through the grass,
swish, swish, swish.
Through the mud,
squelch, squelch, squelch.

Shh, shh, shh.
Can you see it?

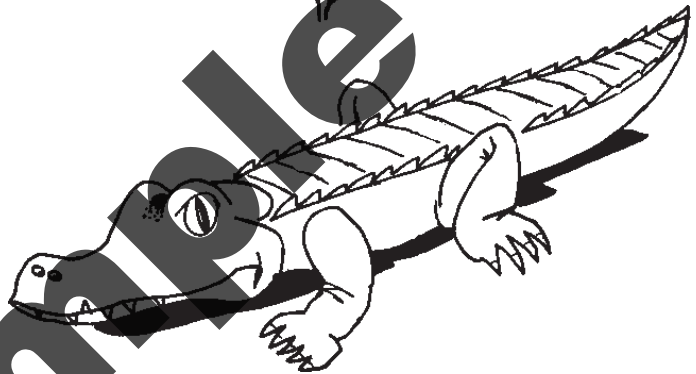
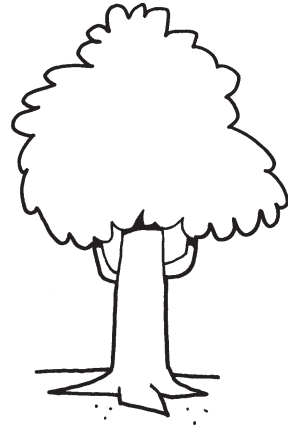
There it is!
Oh!
It is a big one!
Shh, shh, shh.

Oh no it is awake!
RUUUNNNNN!

Through the mud,
squelch, squelch, squelch.
Through the grass,
swish, swish, swish.
Through the sand,
squeak, squeak, squeak.
Past the tree,
through the sand
squeak, squeak, squeak

Into the car!
Click, click, click.
In, Pepsi!

Max, Olivia and Casper,
off we go!
Brmm, brmm, brmm.
We saw a crocodile!





Reading Detectives

Activity

- Read or listen to the poem *Crocodile Spotting*, then complete this activity sheet.

Answer the where, what, who, when and why questions. All good reading detectives know that it is important to be able to answer these types of questions to better understand a text.

Where are the characters going?

Why does the poet use words like swish, swish, swish?

Who are the characters in the story?

What are four different settings in the story?

When do they find what they are looking for?

