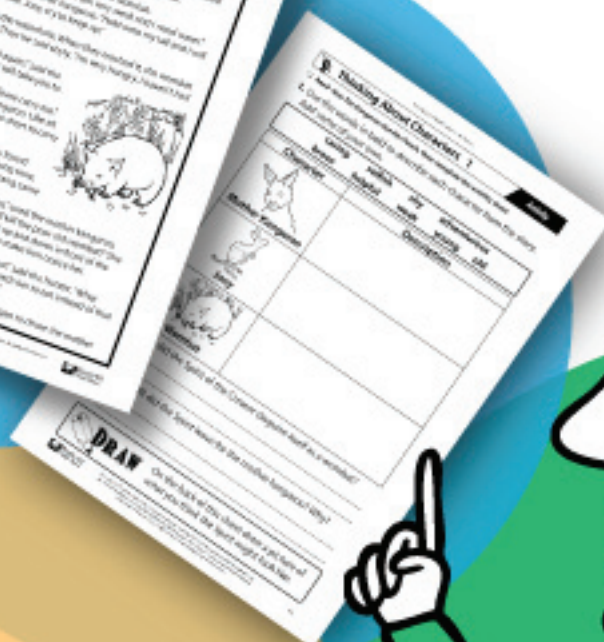


Year 1

English:



By Brenda Gurr



Teachers' Notes

This book is part of *The English Series* which consists of seven books altogether. The activities assess a range of skills, allowing students to think carefully about the structure, language features and content of each accompanying text. 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. Answers are provided at the back of the book.

English: Year 1 is divided into four sections, which are detailed below.

Section One: Dreaming Stories

The activities in this section relate to two Indigenous Australian Dreaming stories. The students will investigate characterisation, spiritual elements and story events. They will also complete creative writing and oral language activities.

Section Two: Folktales

The activities in this section relate to two folktales from Japan and Sweden. The students will study cultural elements and compare the two texts, as well as complete an oral language activity.

Section Three: Poetry

Two types of poems are provided in this section – one is made up of Haiku and the other is a structured rhyming poem. The students will investigate various poetic language features and elements, as well as focusing on descriptive language, punctuation, creative writing and group performance.

Section Four: A Procedure And A Recount

In this section, two texts concerning spy activities are provided. The students will explore text stages, structure, characterisation, point of view and spelling. They will also perform a short presentation based on the theme of the texts.

Section Five: An Informative Text And A Persuasive Text

In this section, students will examine two texts related to the topic of reading. Activities include: listening for details, group discussion of an issue, writing a structured text and text comparison.






Thinking About Characters 1

Activity

○ Read *How The Kangaroo Got Her Pouch*, then complete this activity sheet.

1. Use the words in bold to describe each character from the story.
Add some of your own.

<div> caring selfish shy adventurous brave helpful weak young old </div>	
Character	Description
 Mother Kangaroo	
 Joey	
 Wombat	

2. Why did the Spirit of the Creator disguise itself as a wombat?

3. What gift did the Spirit leave for the mother kangaroo? Why?



DRAW

On the back of this sheet draw a picture of what you think the Spirit might look like.



Retelling A Folktale

Activity

Find a group of four to work with. You are going to retell the folktale *The Crane* to the class. One of you will be the narrator and the others will play the characters in the story. You can change the crane to a boy if you need to.

1. Write who will play each character.

Narrator:		Man:	
Woman:		Crane:	

- Read through the story as a group until you remember it well. Now practise telling the story in your own words. The narrator should begin and end the story and explain any important parts.
- Write three important lines that you will say as your character. Next to each line, write how you will say it. For example, you might say the line, "Go away!" in a loud, slow voice.

Line	How I Will Say It

- Practise telling your story to the class. Think carefully about how you use your voice. Write down what you thought of how you used your voice on the back of this sheet.



Investigating Haiku

Activity

- Read *Leaves*, then complete the activity sheet.

Haiku poetry comes from Japan. Haiku poems are made up of three lines. The first and last lines have five syllables. The middle line has seven syllables. Haiku are often about things in nature, like animals and plants.



1. Colour in the leaves to show how many Haiku make up the poem *Leaves*.



2. Do all the Haiku follow the same syllabic pattern? Circle: Yes / No
3. Look at the first line of each Haiku. How are they similar? What do these first lines focus on?

4. Look at the second line of each Haiku. How are they similar? What do these lines focus on?

5. Look at the final line of each Haiku. How are they similar? What do these lines describe?

6. We have looked at how the poem uses repetition. Now let's look at how the poem uses contrasts. What contrasts are in each Haiku?

Circle: **weather** **animal** **leaves** **plants** **animal behaviour**

7. Over what period of time does the poem take place?



Stages Of A Procedure

Activity

Read the procedure *How To Lift Fingerprints*. A procedure tells us how to do or make something. A procedure is set out (structured) in a particular way. It includes: a title (which often tells us the main aim of the procedure), a list of equipment that is needed to carry out the procedure, steps or instructions to follow, and sometimes a final comment.

1. Does the procedure *How To Lift Fingerprints* tell us how to make something or how to do something?

2. What is the main goal (aim) of this procedure?

3. List three things that you need for this procedure.



•	
•	
•	

4. How many steps are provided? _____

5. Create a cartoon strip that shows steps 1–3.

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6. Write an answer to the final comment. Use a full sentence.



Listening For Details

Activity

Listen carefully as your teacher reads you an informative text about reading. It is entitled *Reading - The Brilliant Brain Booster*. Listen to the text twice, then complete this activity sheet.

1. Complete the sentences below.

a. Scientists have found that reading is a brilliant brain .

b. Reading increases blood to your brain.

c. Reading just before bedtime can help you to .



2. Why does the text claim that we should sometimes read books that are difficult?

3. How does the text say that reading can help you to speak well?

4. Can you remember one more interesting piece of information that the text presents?

TRUE OR FALSE?

What does the text say?

1. People who read a lot are often smarter than others.

2. Our brain needs exercise to stay healthy.

3. Looking at a computer screen will help you to sleep.



Comparing Non-Fiction Texts

Activity

Books are Better Than Movies and *Reading – The Brilliant Brain Booster* are both non-fiction texts. They are similar in some ways and different in others. Complete the table below to make comparisons.

Books Are Better Than Movies	Reading – The Brilliant Brain Booster
Tick the correct text type: <input type="checkbox"/> persuasive text <input type="checkbox"/> informative text	Tick the correct text type: <input type="checkbox"/> persuasive text <input type="checkbox"/> informative text
Why was this text written?	
Does this text give the writer's feelings and opinions? (Hint: Does it use sentences beginning with "I"?) Give examples.	
Does this text tell us facts? If so, give examples.	
Does this text use a new paragraph for each new idea? If so, choose one paragraph and write a sentence that says what it is about.	