

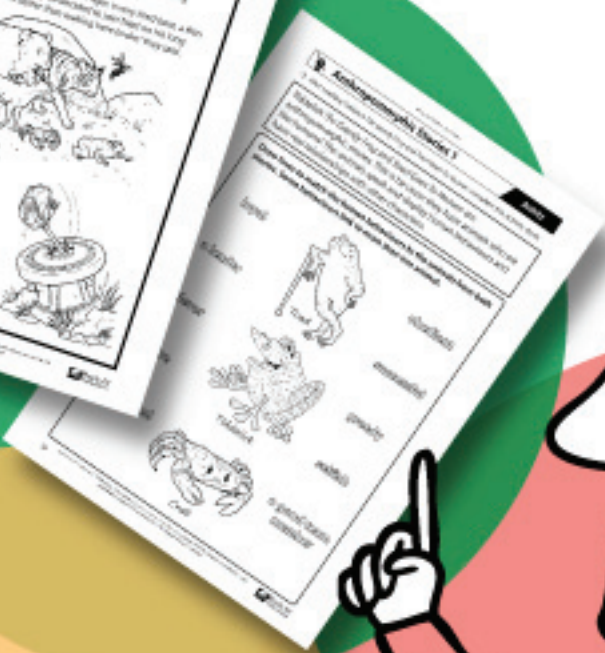


PHOTOCOPY  
MASTERS

The English Series

Year  
2

# English:



By Lindsay Marsh

# Teachers' Notes

This book is part of *The English Series* which consists of seven books altogether. The activities in the first two sections of this book revolve around one Aboriginal Dreaming story, one Vietnamese folk tale and one folk tale from Thailand. The third section focuses on Japanese Haikus and an epic poem. The tasks linked to these texts enable the students to demonstrate much of the English curriculum for Year 2 students. The activity sheets will inspire teachers to create similar content to extend students' learning.

Some of the activities in this book ask the children to source their own Dreaming stories so that they can make connections. This task develops the children's understanding that Dreaming stories have recurring themes, ideas, settings and characters. To make this task easier, I have placed a number of Dreaming stories at the back of this book, so that children can select one of these Dreaming stories for such tasks if they wish. Alternatively a good website which contains a number of age appropriate Dreaming stories is:  
[www.didjshop.com/stories/](http://www.didjshop.com/stories/)

To make life even easier for the very busy teacher, answers are provided at the very back of the book.

Enjoy using this student-friendly resource.

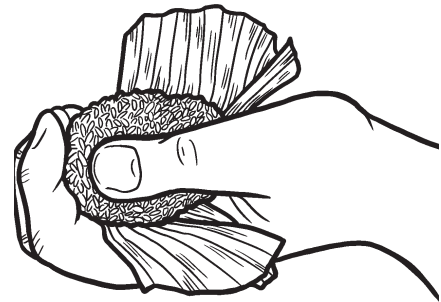


## Nouns And Adjectives

### Activity

- Reread the **opening paragraph** of the folk tale *Diamond Cuts Diamond*, then complete this activity sheet.

A very long time ago, there was a poor man who lived in a tiny straw hut in the countryside. One day the poor man heard that his brother, who lived in the city, was very sick. The poor man decided to walk from the countryside to the city to visit his brother. It would take him one day. Before the poor man departed, his wife said to him, "Take this ball of rice. I have wrapped it carefully in a leaf to keep it fresh. Eat it during your journey - it is all we have left."



1. Underline three common nouns used in the folk tale so far.
2. Are there any proper nouns in this part of the story? \_\_\_\_\_
3. Circle two pronouns used in the folk tale so far.
4. Use a coloured highlighter to identify some adjectives that are used to describe the characters, places and things in the folk tale so far.
5. Add another adjective to the sentence below.

A very long time ago, there was a \_\_\_\_\_ poor man who lived in a tiny straw hut in the countryside.

6. The opening of the folk tale encourages the reader to feel sorry for (sympathise with) the poor man. Write down three reasons why you feel sorry for him.

(a) \_\_\_\_\_

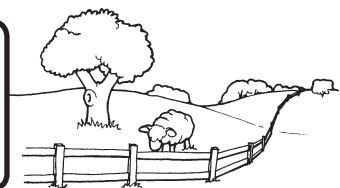
(b) \_\_\_\_\_

(c) \_\_\_\_\_

7. What are two settings mentioned in the folk tale so far?

**Setting 1:**

**Setting 2:**



8. Look at the two words that you have written in the boxes above. Are they nouns? Yes/No

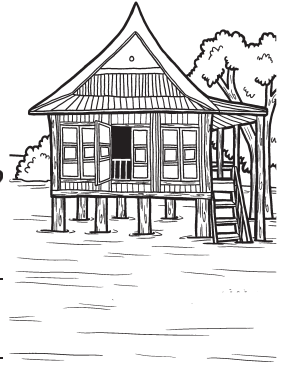


## Genre Of A Folk Tale

## Activity

○ Reread *Diamond Cuts Diamond*, then complete this activity sheet.

1. If a story was created long ago and it is anonymous, it might be a folk tale. Folk tales are passed on through history. *Diamond Cuts Diamond* is so old that we do not know who the author is. This folk tale is from Thailand. What in the folk tale tells you that it was written long ago?



(a) \_\_\_\_\_

(b) \_\_\_\_\_

2. Folk tales are often set in different places than you live. What tells you that this story is set in a different place than the place where you live?

(a) \_\_\_\_\_

(b) \_\_\_\_\_

3. Folk tales are fictional. What tells you that this folk tale is fiction?

\_\_\_\_\_

### The Title

4. Many sayings that we use today come from folk tales. The title of the folk tale, *Diamond Cuts Diamond*, is an old saying that means that somebody meets their match, because a diamond can only be cut by another diamond. Who meets their match in the story?

\_\_\_\_\_

\_\_\_\_\_



5. Can you think of another appropriate title for this folk tale?

6. Say why your title suits the story.

\_\_\_\_\_

7. Do you know another old saying that is from a folk tale?

\_\_\_\_\_

**Looking At Themes****Activity**

- After reading *Tiddalick The Greedy Frog* and *Toad Goes To Heaven*, complete this activity sheet.

**One theme in *Tiddalick The Greedy Frog* is greed.***Greedy Tiddalik*

- Use the words in bold to fill in the gaps and learn about themes.

**animals**      **greed**      **greedy**      **waterhole**  
**Tiddalick**      **drinks**      **selfish**      **theme**

The theme \_\_\_\_\_ in the Dreaming story *Tiddalick The Greedy Frog* is shown through a character named \_\_\_\_\_. He is \_\_\_\_\_ because he \_\_\_\_\_ up all the water from the \_\_\_\_\_ and does not leave any for the other \_\_\_\_\_. Tiddalick is a \_\_\_\_\_ character in the story used to show the \_\_\_\_\_ greed.

**One theme in *Toad Goes To Heaven* is laziness.***Lazy Thunder and Heaven*

- Use the words in bold to fill in the gaps and learn about themes.

**laziness**      **Mr. Heaven**      **Mr. Thunder**      **lazy**  
**napping**      **rain**      **Earth**      **antagonists**      **theme**

The theme \_\_\_\_\_ in the folk tale *Toad Goes To Heaven* is shown through the characters named \_\_\_\_\_ and \_\_\_\_\_. They are \_\_\_\_\_ because they were too busy \_\_\_\_\_ to bother to send any \_\_\_\_\_ down to \_\_\_\_\_. They are the \_\_\_\_\_ in the story used to show the \_\_\_\_\_ laziness.



## Another Point Of View

## Activity

- After reading *Toad Goes To Heaven*, complete this activity sheet.

The folk tale *Toad Goes To Heaven* is told from the point of view of Toad. This point of view makes us dislike Mr. Heaven and Mr. Thunder and see Toad as a hero. In the form of an email, present the point of view of Mr. Heaven OR Mr. Thunder. Who will you address your email to? Colour the character who you have chosen below right.

New Message

To:

Subject:

Sample

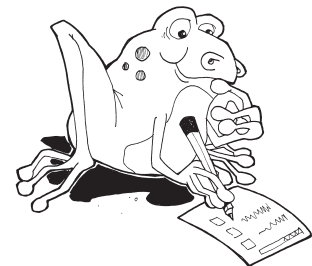


Mr. Thunder



Mr. Heaven

1. Now that you have finished, edit your email (check for spelling errors, etc.).
2. Read your email out to the class.
3. Does your email still make us dislike Mr. Heaven or Mr. Thunder?




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## Japanese Haiku

## Activity

### A Haiku is a Japanese poem. Haiku poems usually:

- describe the natural world (animals, birds, plants, trees, rain, floods, etc.);
- focus on a particular season (autumn, winter, spring, summer).

### A Haiku poem doesn't usually rhyme and only has three lines:

- the first line has 5 syllables;
- the second line has 7 syllables;
- the third line has 5 syllables.

○ Read the Haiku poem below, then answer the questions.

### Honeyeater

The banksia sways (5 syllables)  
as the honeyeater feeds (7 syllables)  
feasting on nectar. (5 syllables)



1. What do we learn about the honeyeater from this Haiku?

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2. Does the poem rhyme?

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3. Does the poem follow the Haiku rules about syllables?

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4. What part of the natural world does this Haiku describe?

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## Epic Poems 2

## Activity

○ After reading the epic poem *Tiddalick: The Frog Who Caused A Flood* complete this activity sheet.

1. Does this poem rhyme? Circle: Yes / No

2. Does every verse rhyme or only some verses? Circle: Every / Some

3. Tick which is correct:

a) Every 1st and 2nd line rhyme in each verse.

b) Every 2nd and 4th line rhyme in each verse.

c) Every 1st and 4th line rhyme in each verse.

d) Every 1st and 3rd line rhyme in each verse.

4. Do you think the rhyme scheme is regular or irregular? Say how you know.

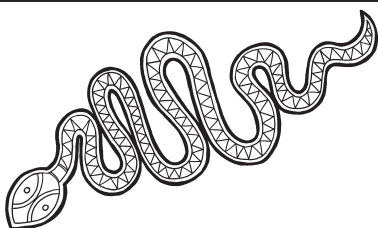
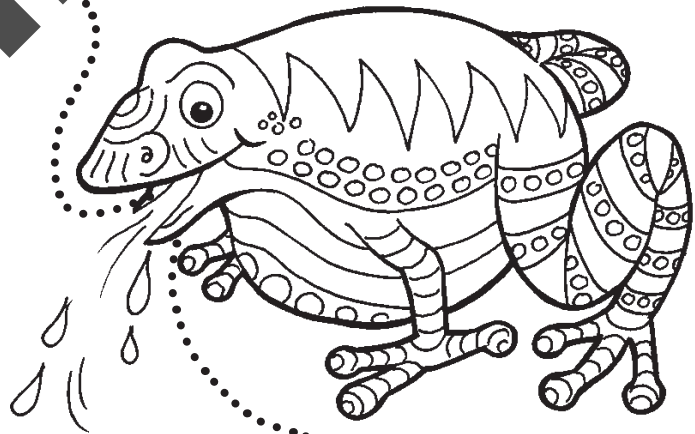
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5. Write down some of the rhyming words below. One has been done for you.

e.g. go → flow



**In pairs, create an epic poem based on another Dreaming story or folk tale that you have read. Share this epic poem by reading it to your classmates.**