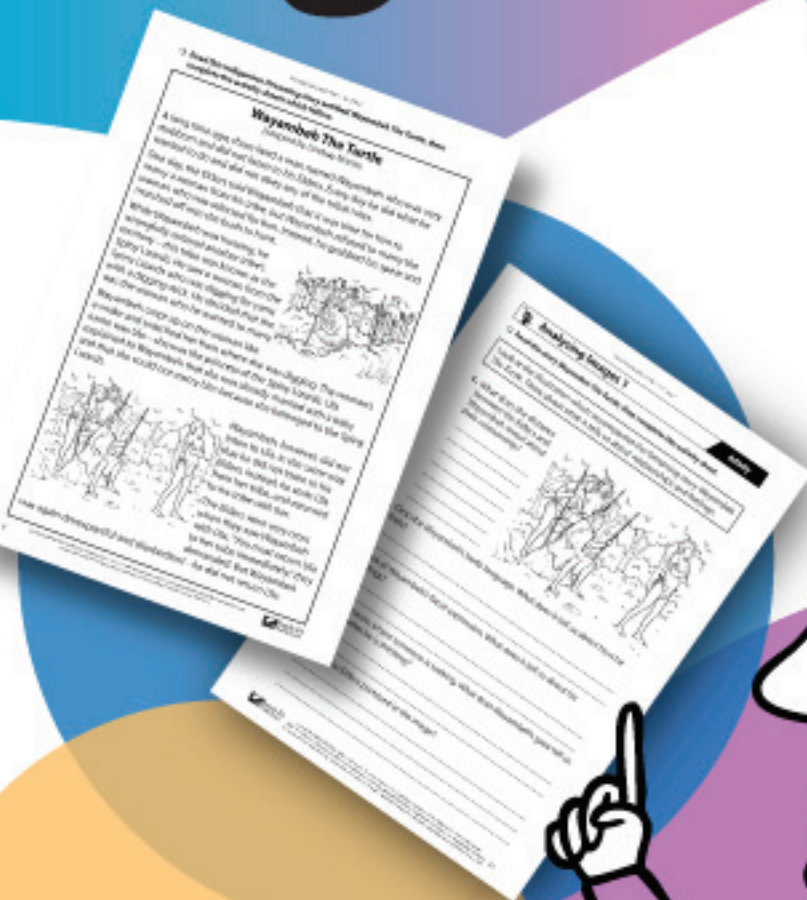




**PHOTOCOPY  
MASTERS**

**The English Series**

# Year English: 3



By Lindsay Marsh

# Teachers' Notes

This book is part of *The English Series* which consists of seven books altogether. The activities in this book revolve around one Aboriginal Dreaming story, one story written in the style of a Creation Dreaming story, one poem and two fairy tales from different cultures. The activities linked to these texts enable the students to demonstrate much of the Year 3 curriculum.

Students will be asked to show their learning and understanding by: reading, drawing, sequencing, retelling, answering literal questions, inferring, analysing, describing, creating, adapting, making links, comparing and contrasting, organising, researching, drawing on prior knowledge, locating and playing games. Teachers will be inspired to create additional content based on the provided texts to extend students' learning and development.

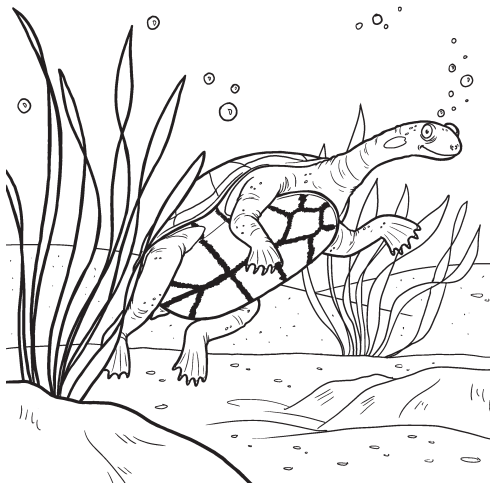
Each page in this book has been typeset to appeal specifically to this age group and help these students to process concepts being introduced and/or assessed. The illustrations in the book have been drawn purposefully to help students make meaning.

There are opportunities for the students to pair up or work in small groups to complete set tasks. Pairing more able students with less able students might help more able students play the 'teacher' and consolidate their learning and help less able students to make a start, and approach the task with more confidence.

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

The Elders warned Wayambah that the Spiny Lizards would come to take Ula back, and the Elders cautioned Wayambah that they would not support him in this battle against the Spiny Lizards. "If you insist on being so head-strong, you will fight this battle on your own," exclaimed the Elders sternly.

Soon enough the Spiny Lizards arrived one by one to take Ula back to her territory and her rightful tribe. When Wayambah spotted the Spiny Lizards, he rapidly armed himself by wrapping his shields around his front and his back. Once armed, he taunted the Spiny Lizards and they retaliated by throwing a cloud of spears at Wayambah. Suddenly fearing for his life and regretting that he had selfishly taken Ula and broken tribal laws, Wayambah jumped into a nearby billabong and was never seen again as a man.



Several days later, a strange creature with a long neck appeared from the billabong into which Wayambah had dove, and showed itself before the tribe. It had a hard shell covering its back and belly. The tribe crowded around the creature and realised that it was Wayambah. He had been transformed into the first long-necked turtle - the billabong was now his home.



## Evaluative Language

## Activity

○ Read the story *Wayambah The Turtle*, then complete this activity sheet.

1. Wayambah is the antagonist in the Dreaming story *Wayambah The Turtle*. An antagonist is a character who opposes or struggles against another character. What verbs are used to construct Wayambah as the antagonist? One has been provided for you.

“refused”		

2. Adverbs describe verbs. An example of an adverb is, “He **happily** joined the group.” The adverb **happily** describes the verb **joined**. Adjectives describe nouns. An example of an adjective is, “A **sneaky** snake”. Write down the adverbs and adjectives that are used to describe Wayambah’s actions.

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3. Examples of modal verbs are: ‘must’, ‘could’, ‘might’, ‘will’, ‘would’, ‘should’. Some modal verbs are more forceful than others. ‘Must’ for example is more forceful than ‘might’. Complete the table.

Modal verb used	Where is it in the story?	What does it tells us?
must	“You must return Ula to her tribe.”	Elders are telling Wayambah exactly how to behave. They are telling him that he does not have an option.



## How Is The Story Organised?

**Activity**

- Read or listen to the story *How Numbats Became Diurnal*, then complete this activity sheet.

Place ticks in the boxes to indicate if the parts of the story belong to the orientation, complication or resolution.

	Orientation	Complication	Resolution
Numbat was weak with hunger and desperate for help.			
A long time ago, before people lived on Earth.			
From this day on, Numbat will rise in the morning when the termites rise.			
Numbat awoke to a termite-free world.			
Numbat and Bat lived together peacefully.			
The almighty Rainbow Serpent appeared.			
Numbat could not find a single termite.			
"You, however, may be forced to eat things not quite to your fancy."			
And this is why you only ever see numbats hunting for food in the day.			
They spent the dark cool nights searching for termites.			

## *true or false?*

**Please tick.**

- Another word for a problem is a conflict.  true  false
- Another word for a resolution is a solution.  true  false
- Resolutions are happy endings.  true  false



## Events In A Story

## Activity

- Read or listen to the story *How Numbats Became Diurnal*, then complete this activity sheet.

Complete the Cause and Effect charts by selecting two important events from the story.

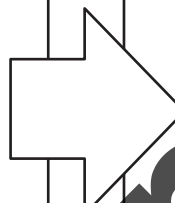
Event 1: \_\_\_\_\_

### Cause

Why did this event happen?

### Effect

What was the result of this event happening?



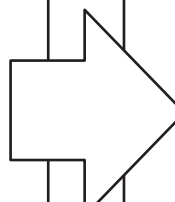
Event 2: \_\_\_\_\_

### Cause

Why did this event happen?

### Effect

What was the result of this event happening?







# Rhythm 1

## Activity

- Read the poem *Late For School*, then complete this activity sheet.

Rhythm is different than rhyme. Rhythm is the **beat** of the poem. The rhythm of a poem can be explored by looking for patterns. There might be the same number of lines in each verse – this makes a pattern. There might be the same number of syllables in each line – this makes a pattern. A poem might have a regular rhythm (consistent pattern of lines and syllables), or an irregular rhythm (inconsistent pattern of lines and syllables).

1. When you read a story, you will notice that it is split into paragraphs. Poems do not have paragraphs, instead they have stanzas (verses). How many stanzas does the poem *Late For School* have? Count them and colour the correct number below.

3

6

4

5

2. How many lines are in each stanza? Count them, then circle the odd one out.

Stanza 1:

Stanza 2:

Stanza 3:

Stanza 4:

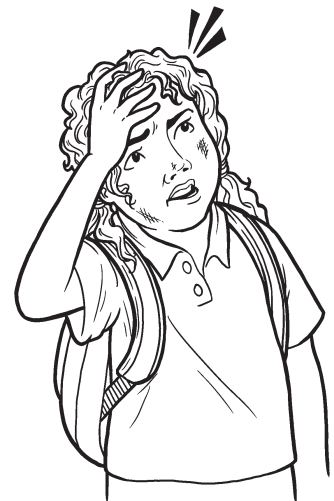
Stanza 5:

3. You will have noticed that the poem has a regular number of lines in each stanza apart from the last stanza. So the poem has a regular rhythm up until the final verse. Why do you think that the poet has chosen to break the rhythm of the poem in this last stanza? Does something different happen? Explain your answer.

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4. Do you read the last stanza as quickly as the other stanzas? Explain your answer.

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# Onomatopoeia

## Activity

- Read the poem *Late For School*, then complete this activity sheet.

Onomatopoeia refers to words which make you think of sounds, such as: whoosh, sludge, chirp, chatter, giggle, swoop, hiss.


1. Brainstorm onomatopoeic words that could be added to the poem *Late For School*.

Brainstorm


E.g. swished

**Late For School** by Theresa Wilton


I woke up this morning  
and crawled out of bed  
I hurried down the stairs,  
"I'm so late!" I said.




I'd no time for breakfast,  
my coat wasn't there,  
my bike tyres were punctured  
I'd lost my bus fare!



I sprinted and sprinted  
and trod on my lace,  
I grazed both my elbows  
and scratched all my face.



I fled round the corner  
and over the hill,  
the school came in to sight  
but things were so still.



"Are the gates locked?"  
I said to myself,  
and then I remembered  
of course  
it was... Saturday!

2. On a separate piece of paper rewrite the poem *Late For School*, adding ten onomatopoeic words. You can replace words if you wish and you may alter the poem's rhythmic and rhyming scheme, but don't alter its meaning too much.
3. Highlight all the onomatopoeic words that you have used in your poem, then complete the table.

Onomatopoeic word I used:	Sound it conveys: