



For 6 to 8 Year Olds

Step
Into
Language

Book 1

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Introduction

The 'Step into Language' series is designed to develop children's language skills. Each book is divided into sections which have an introductory story preceding activities designed to develop oral language, reading and writing skills. According to the needs of the group and individuals, teachers may select those worksheets which are appropriate.

The underlying themes are readily integrated with other curriculum areas. Activities are closely aligned to current trends in curriculum policy and the introduction of programmes to develop language skills in primary students.

'Step into Language' Book One comprises three sections:

Section One contains a short piece of realistic fiction - 'Sam's Star'.

Section Two is a fiction story - 'Anna's New Clothes'.

Section Three is an informational text 'Pet Rabbits'.

The stories are designed to be photocopied for use as a student text.

It is suggested initial lessons focus on oral discussion and the recording of children's language in response to the reading of the stories. Worksheets concentrate on the structured development of skills.

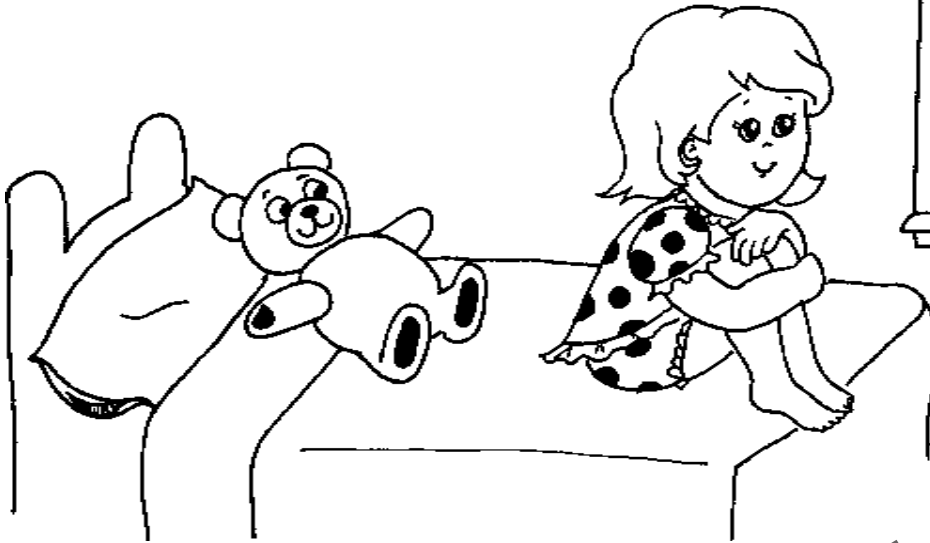
Suggested Activities for Sam's Star

- Discuss the shortening of Samantha's name to Sam. Look for examples in class. Chart children's sentences.
e.g. Benjamin gets called Ben. He likes it a lot. Bradley gets called Brad. His mum calls him Brad when she's cross etc.
- Discuss Sam's wish. What might she wish for? Would Sam's wishes always come true? Would some of her wishes be more likely to come true than others? Would Sam be very upset if her wishes didn't come true?
- Discuss children's bedtime routine. Chart children's sentences to develop reading vocabulary.
e.g. Before Kate goes to bed she ...
- Discuss amounts of sleep needed - changes from babies to old age. Ask children to enlist parent's help to work out number of hours slept for a particular weekend night and compare.
- Make a class book about special toys children cuddle of take to bed. Each child could have a page where they can record and illustrate their story.
- Ask the children to bring their teddy bears to school. Have a teddy bear's picnic.
- Dramatize the story. Have children taking different parts or all taking on the role of a character at the same time.
- Write simple class or individual poems about bedtime and sleep using rhyming couplets. Brainstorm for rhyming words.
e.g. After I say goodnight, Dad turns off the light.

Name



☆ Sam's Star ☆



Sam sat on her bed and looked out of her window.

The sky was dark, but she could not see one bright star.

It was her star, her wishing star.

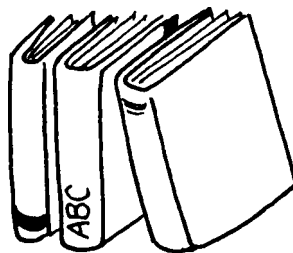
"Did you clean you teeth, Samantha?" called Mum.

"Yes," said Sam.



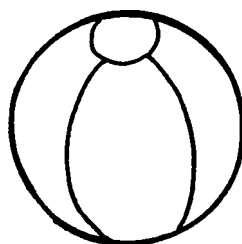
"Did you put away you books, Samantha?" called Dad.

"Yes," said Sam.



"Did you put away my ball, Samantha?" called her big brother Tom.

"Yes," said Sam.



Name



★ Sam's Star ★

Comprehension

Tick the box to show what Sam did before she went to bed.

Sam put away her books.

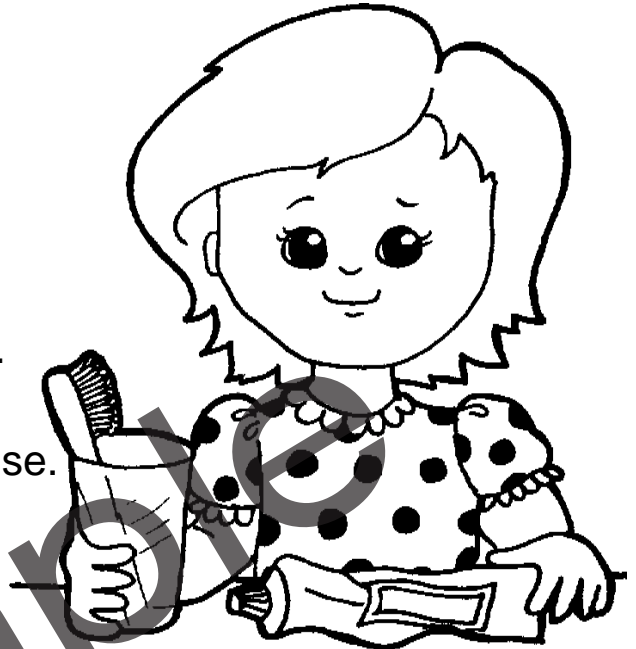
Sam put away her bike.

Sam cleaned her teeth.

Sam looked out of her window.

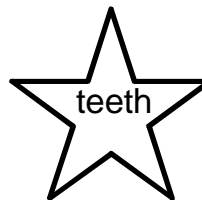
Sam looked out of her playhouse.

Sam made a wish



Cloze

Put the missing word in each sentence below.



1. The skydark
2. Sam puther books.
3. Samhard at the star.
4. She wished at
5. Now it's time to



Read and Draw

On the back of this page draw Sam.
She has red pyjamas. She is looking out the window.

Name



★ Sam's Star ★

Joining Sentences

Match the beginning of each sentence to the correct ending.
Join the stars.

- | | | | |
|---------------|---|---|------------------|
| Sam sat | ★ | ★ | one bright star. |
| She could see | ★ | ★ | her eyes tight. |
| Sam put away | ★ | ★ | on her bed. |
| She jumped | ★ | ★ | Tom's ball. |
| Sam shut | ★ | ★ | into her bed. |

Completing Sentences

Write the word put in each sentence. Read the sentences. Draw a picture in the box.

1. Sam away her books.

A large empty rectangular box for drawing a picture related to the first sentence.

2. Tom away the lollies.

A large empty rectangular box for drawing a picture related to the second sentence.

3. We away our pencils.

A large empty rectangular box for drawing a picture related to the third sentence.

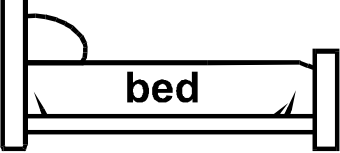
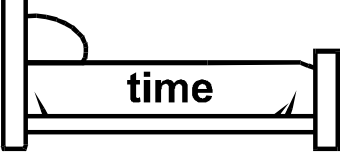

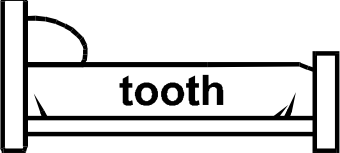
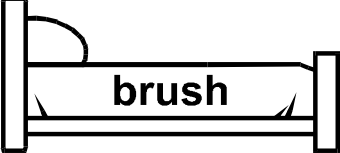
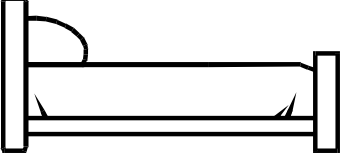
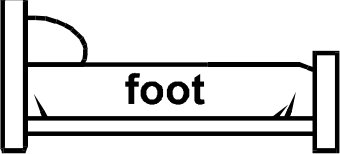
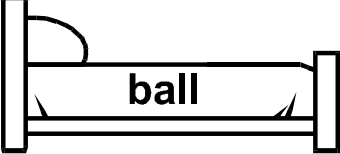

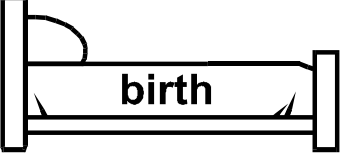
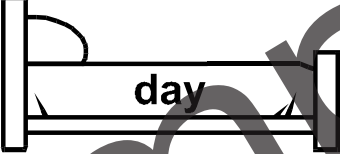

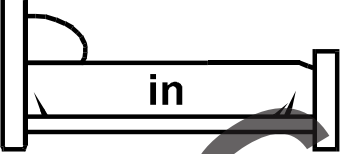
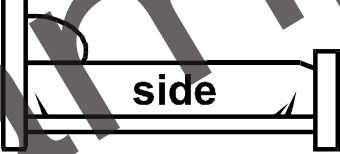
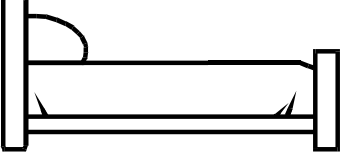

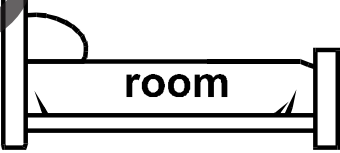
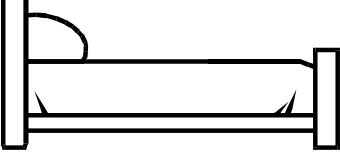
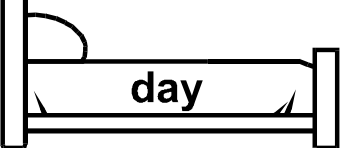
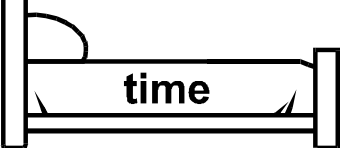
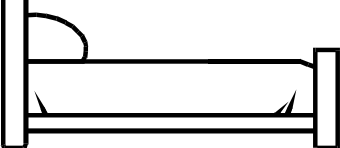
Name



☆ Sam's Star ☆

Compound Words

Join the two words to make a compound word.

	+		=	
	+		=	
	+		=	
	+		=	
	+		=	
	+		=	
	+		=	

Cloze

Put a compound word in each sentence. Use the words above.

1. I sleep in my
2. We play at the park.
3. My is next to the toothpaste.
4. He has a next week.

Anna's New Clothes



Anna looked in the mirror.

Her Mum was looking too.

Anna's face was sad.

Mum's face was smiling.

"Look at you clothes,
Anna. They are much
too small for you."

Anna was looking.

She could see what Mum
meant.

Her red jumper was much too small.

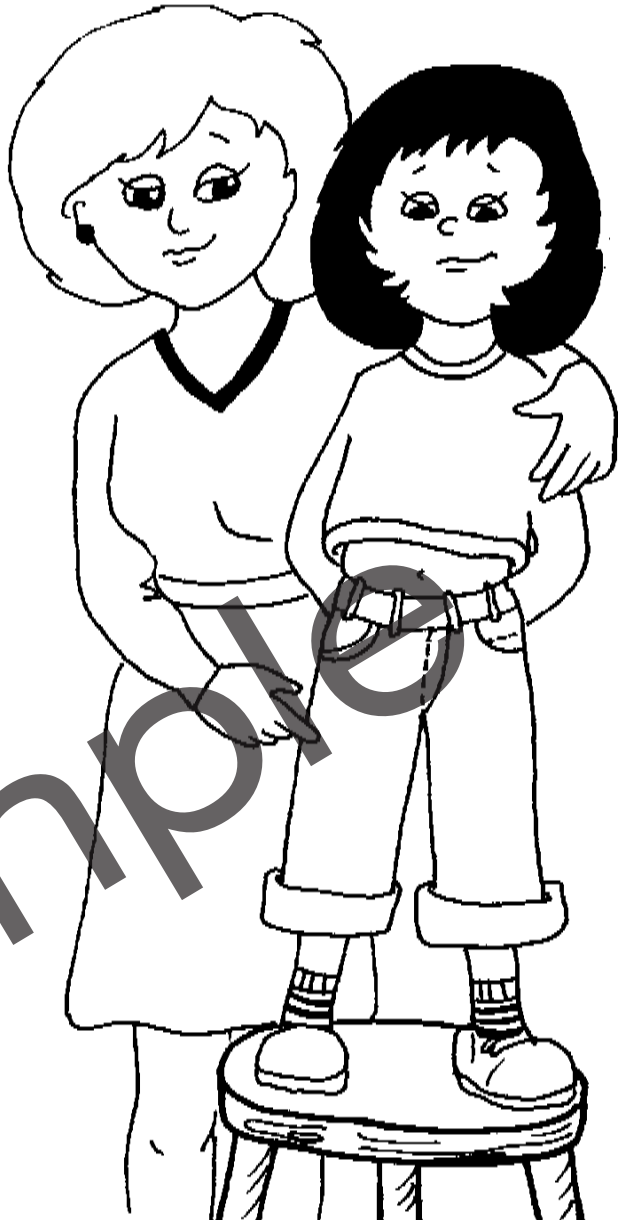
Her blue jeans were much too short.

Anna could see lots of pink skin.

"We have to buy you some new clothes," said Mum, "and we have to buy them today."

Anna and her Mum went by train to the city.

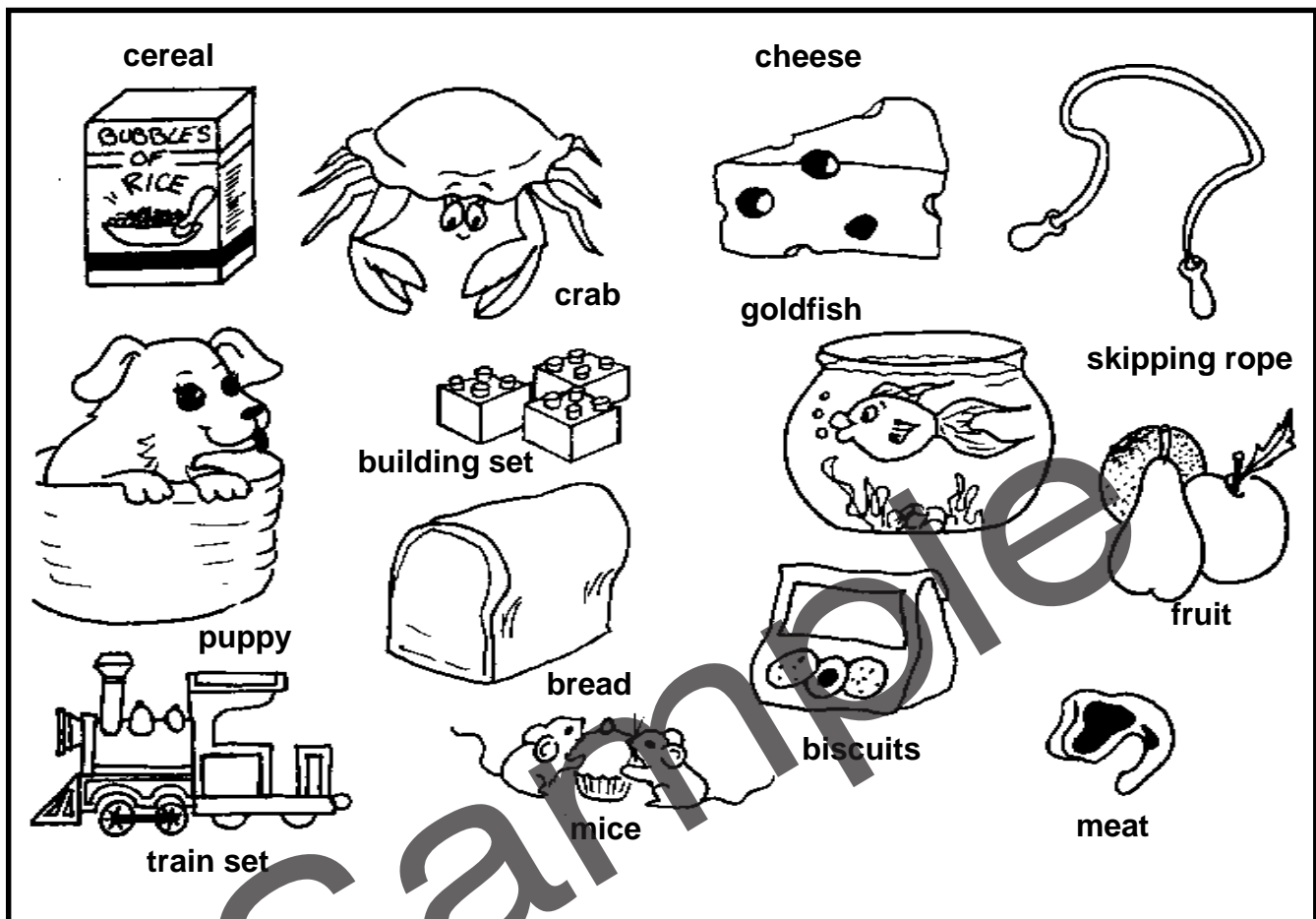
Anna liked going to the city.



Name

Anna's New Clothes

Classification



Different shops sell different things.
Show where you would buy each of the things in the picture.

Supermarket	Pet Shop	Toy Shop

Name

Anna's New Clothes



Creating Descriptions

Draw a picture of yourself in the photo frame wearing your favourite clothes.

Tick the best sentence ending.

1. My clothes are ...

spotted.

striped.

plain.

colourful.

2. I wear these clothes ...

all the time.

on special occasions.

about once a week.

every now and then.

3. When I wear these clothes I feel like ...

singing.

dancing.

having fun.

relaxing.

4. Mum thinks I look ...

handsome.

pretty.

smart.

scruffy.

