

**Connected Learning  
Team  
Primary**

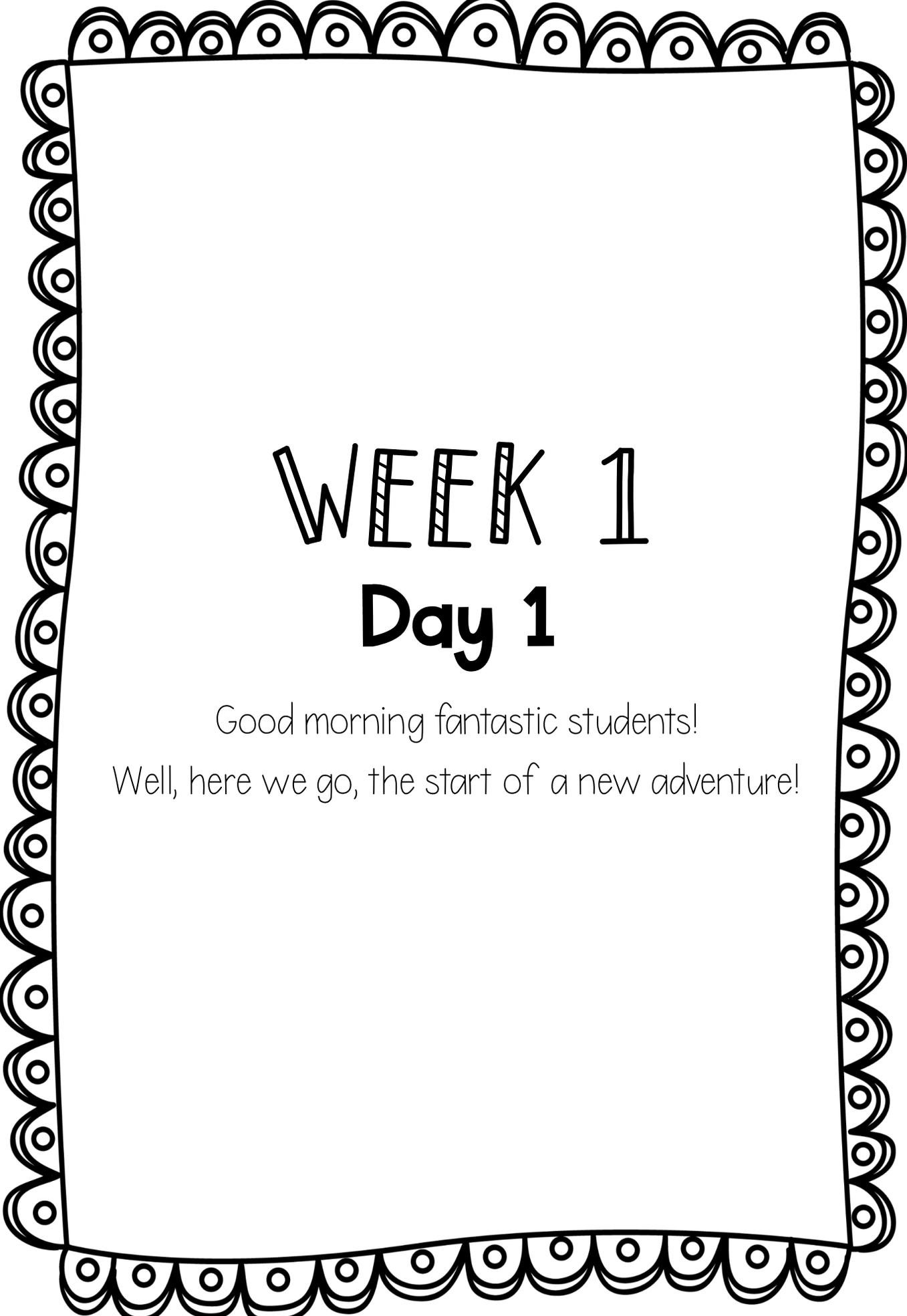
**Year 3**

**English Package  
Reading Strategies  
Narrative**

**2 weeks**

# Overview

<b>Week 1</b>	<b>Week 2</b>
Focus: writing a recount	Focus: Identify the grammar features of a narrative
Focus: making connections to a text	Focus: create an image of the main character and write questions
Focus: creating images and using senses to describe a setting	Focus: planning a narrative
Focus: creating images of a character and creating a hero	Focus: writing a narrative
Focus: finding examples of cause and effect in a text	Focus: editing a narrative



# WEEK 1

## Day 1

Good morning fantastic students!

Well, here we go, the start of a new adventure!

# ENGLISH WRITING- RECOUNT

## **We are learning to:**

- Write a recount about the holidays

## **I will be successful when:**

- I can write a recount with the events in order
- I can include descriptive language

**Task 1 : Write 2 truths and a fib about the holidays.  
Check with an adult if they guess which one is the fib.**

I went for a walk on the beach with my dog.	I went on an aeroplane to Bali.	I watched a movie on the TV.
---	---------------------------------	------------------------------

**Can you guess which one of mine is a fib?**

**Now have a go at writing your own- remember to check with an adult if they guess the fib. 😊**

--	--	--

**Task 2: Write a recount of your holidays. Your recount can be about one event, a whole day or the whole holidays. Look at the example on the next page for inspiration.**

When writing a recount you need to consider the;

Who?

When?

Where?

What?

Why?

How?

Your events will need to be in the correct order:

Will you do the whole holidays or just one day?

Tick your choice:

**Whole holidays**

**One day**

## Example of a one day Recount:

### At the Beach

#### Orientation



My friend and I went to the beach on the weekend. We went because her dog Charlie needed to go for a run.

While we were at the beach we stayed 1.5m away from each other and went for a swim.

#### Key Events



After our swim we built sandcastles, which Charlie promptly ruined 😞

Later it began to rain, so we packed up and went home.

#### Ending



We were tired from our day at the beach, so we went to bed early.





# WEEK 1

## Day 2

Hola beautiful students!

I hope you had a good nights sleep and are  
ready to rock and roll.

# ENGLISH

## READING- MAKING CONNECTIONS

### **Birds at the Picnic**

#### **We are learning to:**

- make connections to the text, between texts and to the world.

#### **I will be successful when:**

- I make connections to myself, texts and the world
- I write a detailed example of these connections.

#### **Task 1 :**

**Step 1: Read the text on the next page in your head- if there are any words you are unsure of, ask an adult.**

**Step 2: Read the text out loud with an adult timing you for 1 minute. Circle what word you get up to.**

**Step 3: Read the text again, timing yourself and see if you can improve your score. Circle the word you finish on. It is still important you maintain fluency and understand what you are reading.**

## Birds at the picnic

We finally arrived at the lake after 30 minutes in the car. My brother was so annoying all the way. He always leans on me and gets into my space.

Mum and dad unpacked the car while Matt and I looked for a good place to set up our picnic. We finally found a table near the water and it also had a tree nearby to give us some shade from the hot sun.

We sat down and dad started to unpack the basket with all the food. He had made chicken and salad sandwiches, and some with ham and cheese. Mum poured us a cool drink, which I was super ready to drink in one gulp.

As we ate lunch I saw a duck come towards us and then it just sat and stared at me. I thought it was hungry so I gave it some carrot.

“Kym, why did you feed that duck?” asked mum.

“It looked hungry,” I replied.

“Well be careful,” dad said. “If you feed one duck, you will end up feeding lots of birds.”

Just as dad finished speaking a small flock of ducks and seagulls flew in and began coming closer to us. The ducks were standing back a bit quacking loudly for food. The seagulls kept hopping around.

Then, two black swans with large beaks started to come our way. I knew they wanted food too! “Shoo! Shoo!” I yelled, and I used my arms to flap about.

They did not move away. I began to feel afraid they would bite me. I only had a little bit of my sandwich left and knew that wouldn't fill their tummies. We all sat still thinking about how we would get out of this problem. What could we do?

All of a sudden the birds turned and began moving quickly away. When I looked I could see a family at the next table having a picnic. The little boy had thrown some lunch to the duck.

Phew! No one had to speak. We quickly packed up our table and raced for the car. As we drove home I wondered what the other family would do to get out of the problem with the birds at the picnic.

**Text to Self:** You are connecting to your own life, experiences and feelings.



**Example:** If I was to compare myself to the main character in Red Riding Hood, I also walk to visit my grandmother's house.

**Text to Text:** You are connecting to the characters, setting or events from another story.



**Example:** If I compare the story Red Riding Hood to the 3 Little Pigs they both have the villain as the Big Bad Wolf. Both stories also have a happy ending.

**Text to World:** You are connecting the story to world history and events.



**Example:** If I compare Red Riding Hood to the world lots of children have grandparents who live far away and they make gifts to bring to them in their visits.

**Feeling a bit unsure- ask a parent to read this to you.**

## Task 2: Can you make connections to the text on the story "Birds at the Picnic?"

Complete the table below.

Connection	Responses
Text to Self	
Text to Text	
Text to World	

### Task 3: Comprehension Questions:

What was the main idea of the story?

---

---

How was Kym feeling when the swans came towards her? If this happened to you what would you do? How would you react?

---

---

---

# WEEK 1

## Day 3

Guten Morgen students!

Did you enjoy the Birds at the Picnic text?

Were you able to find a connection?

# ENGLISH

## READING- CREATING IMAGES

### **We are learning to:**

- Create an image in your mind using the five senses

### **I will be successful when:**

- I can draw an image from a text
- Write a description using my five senses

### **Task 1:**

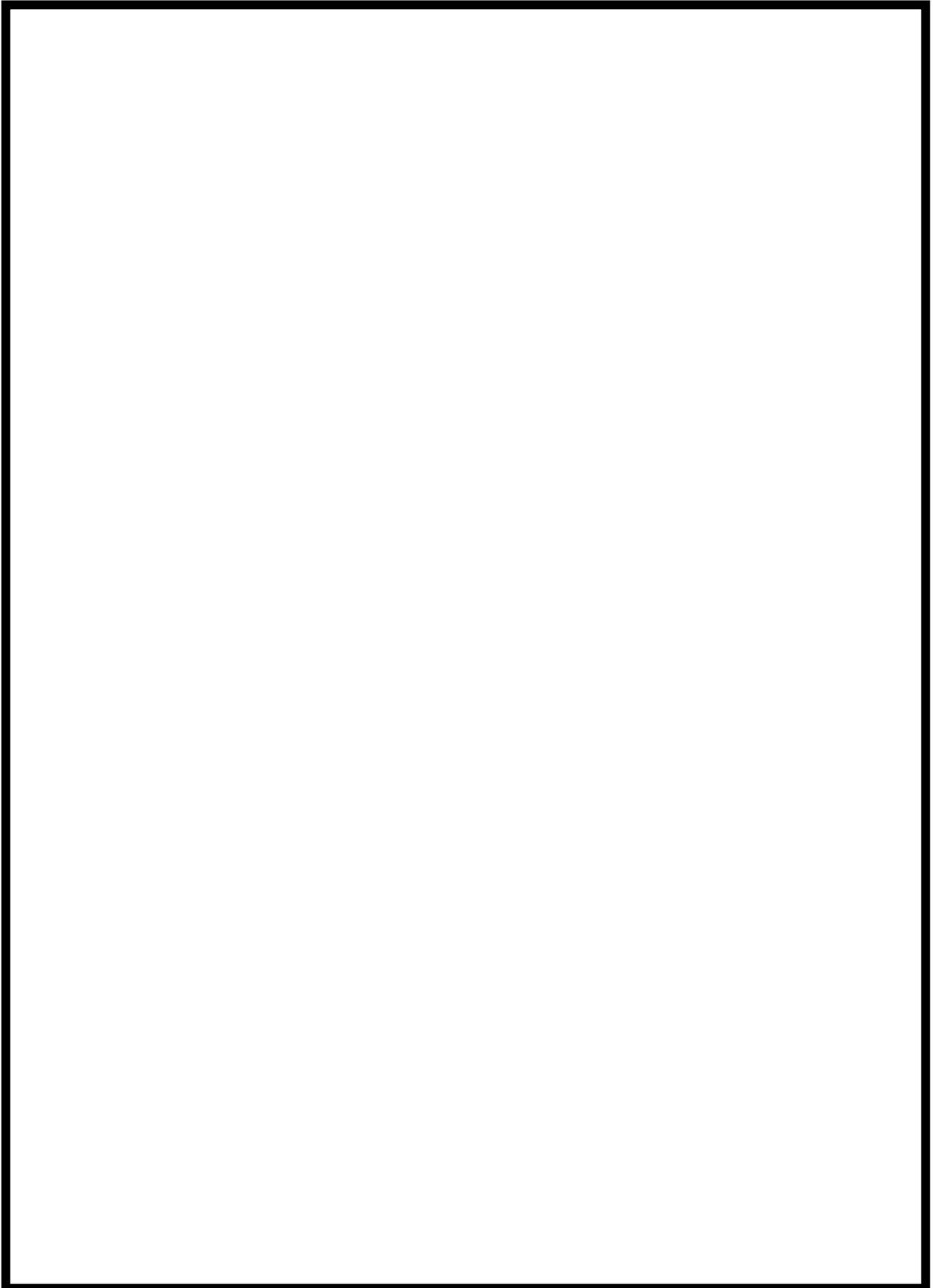
**Step 1: Read the text on the next page in your head- if there are any words you are unsure of ask an adult.**

**Step 2: Read the text out loud with an adult timing you for 1 minute. Circle what word you get up to.**

**Step 3: Read the text again, timing yourself and see if you can improve your score. Circle the word you finish on.**

I woke up with the warmth of the sun on me and the huge amount of orange sand surrounding me. The sand was rough and lying down on it stung my back and felt like hot coals. The water around the island was as clear as glass and blue like the sky. The fish were small and darted in the water with waves crashing against the sand. The breeze moved the branches on the trees. It was just me all by myself, no one to talk to, only the sound of the waves.

**Task 2: Using the text on the previous page draw a picture of what you would see. Close your eyes and visualise the image in your mind. Good readers re-read**





# WEEK 1

## Day 4

Ola amigos!

What sense was the easiest to write about?  
Did you think about what you could see, or  
maybe what you could hear?

# ENGLISH

## READING- CREATING IMAGES

### We are learning to:

- Create an image of a character

### I will be successful when:

- I can create an image of a character with detail
- I can describe the hero to my villain

**Task 1: Using three different colours, shade the nouns, adjectives and verbs.**

**Noun: people, place or thing eg. Karen, Perth, chair**  
colour 1

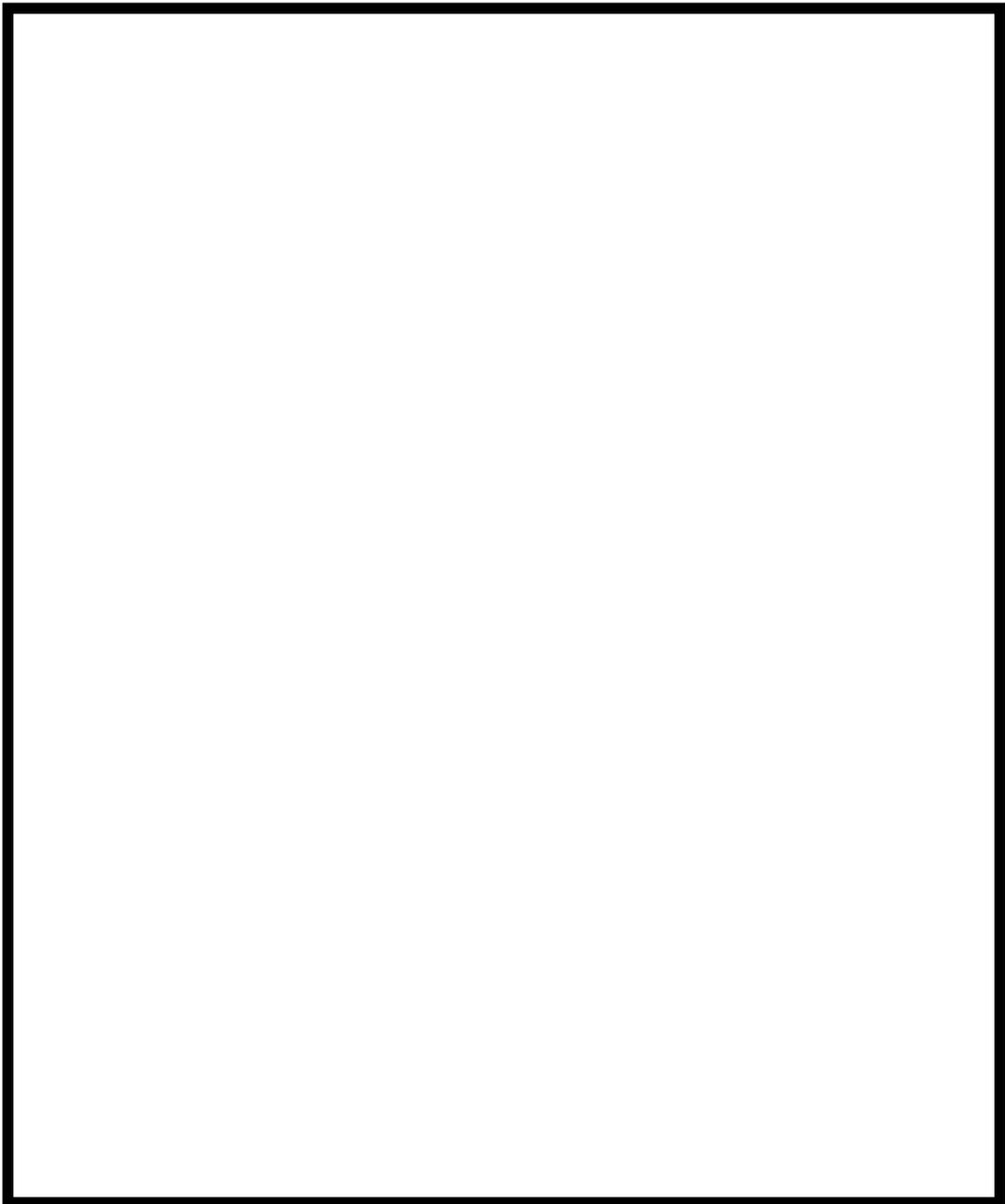
**Adjective: describing word eg. Pretty, soft, small**  
colour 2

**Verb: doing word eg. Singing, run, dance**  
colour 3

cat	beautiful	Singing	bubblegum
hairy	Kathryn	blanket	toilet
swimming	cough	running	tissue
blue	water	little	sneezing

## **Task 2: Draw a picture of the monster below.**

The door flew open and there stood the scary thing. It had the red eyes of a monster and green squishy hair that looked like seaweed. The nose was all crooked and covered in warts. Its neck was as thick as its head but the arms were skinny, like on a stick man. The legs were bandy and bent and the awful thing, whatever it was, smelt like compost. I slammed the door and ran to my room.



### Task 3:

If the monster on the previous page was the villain (a character who is bad) in the story, who might the hero be? Complete the fact file on your hero-remember they have to defeat the monster, how might they do this? Check out my example below:

Fact File:	
<b>Name:</b>	Super Sparks
<b>Likes:</b>	Ice-cream, cats and warm weather
<b>Dislikes:</b>	Snow, broccoli and animals that buzz
<b>Special powers:</b>	Invisibility, Karate
<b>Picture:</b>	

## Fact File:

**Name:**

**Likes:**

**Dislikes:**

**Special powers:**

**Picture:**

# WEEK 1

## Day 5

Ciao!

I hope you enjoyed yesterday's activities. What powers did your hero have? I hope they were able to defeat the monster.

# ENGLISH

## READING- CAUSE AND EFFECT

### We are learning to:

- Recognise cause and effect in a text

### I will be successful when:

- I can recall the main ideas and events from a story
- I can answers questions about cause and effect

**Task 1: Using the words below create 5 sentences. Don't forget to include punctuation and capital letters.**

**Challenge: Can you add an adverb or make your sentence complex?**

**Eg. Davie the smelly llama was gracefully grooving.**

Nouns	Adjectives	Verbs	Adverbs
monster	crazy	bounding	quickly
rock	messy	snooping	carefully
llama	smelly	sneezing	energetically
sloth	yellow	grooving	playfully
Davie	spotty	investigating	gracefully

# Sentences:

1.

---

---

---

---

2.

---

---

---

---

3.

---

---

---

---

4.

---

---

---

---

5.

---

---

---

## Task 2:

**Step 1: Read the text below in your head- if there are any words you are unsure of ask an adult.**

**Step 2: Read out loud with an adult listening.**

**Step 3: Answer the comprehension questions.**

### Helping Theo

David was sitting on the couch watching his favourite television show. He noticed his mum walk past followed by their dog Theo. Theo walked straight over to David and put his paws on David's lap and gave him a big lick across his cheek.

"Hi Theo!" How did you go at the vet?" David asked. Theo just moved his head to the side and looked at David.

"The vet said we have to help Theo," replied mum.

"Help him? How do we do that?" asked David.

"Well think back to when we picked Theo up from his litter and brought him home. We picked him because he looked like his mum and dad with those big soft ears and the brown spots all over. He was so strong, energetic and healthy. But what is he like now?" mum asked.

"Theo still has big soft ears and brown spots, but he is not very energetic anymore," replied David.

"Well that is what the vet said too! We haven't really been walking him or playing with him for exercise. Plus we have been feeding him the wrong foods. If we want him to look like his mother as he gets older, we will have to walk him more and feed him less. We want him to be around for a long time, so will you help me make the changes?" mum asked.

"You bet!" replied David. He decided that he would play fetch with a ball each morning to get Theo exercising and that he would then walk Theo after school. On the first day of the new plan, Theo only played for ten minutes and then was so tired he went and slept in his doghouse. As the week went by, Theo would run and fetch the ball for much longer and even liked to go for his walk in the afternoon.

David was pleased with himself because each day Theo became stronger and started to slim

## Questions

1) Who is the story about?

---

---

---

---

---

2) What happened in the story?

---

---

---

---

---

3) Where does the story take place?

---

---

---

---

---

## Cause and Effect

- A cause is something that makes something else happen. Out of two events, it is the event that happens first. To determine the cause, ask the question "Why did it happen?"
- An effect is what happens as a result of the cause. Of two related events, it's the one that happens second or last. To determine the effect, ask the question "What happened?"

CAUSE	EFFECT
The boy kicked the ball.	The ball rolled.
The girl teased the cat.	The cat growled.
Sally studied hard for a test.	Sally earned an A on her test.
Joe became really tired.	Joe went to sleep early.

**Task 3: Go back to the text on the previous slide and highlight/ underline a cause and effect in the text.**

Write the one that you found below:

Eg. Theo started going for walks with David and then lost weight

---

---

---

# WEEK 2

## Day 1

Bonjour students!

I hope you are enjoying your home learning adventure. Do you know what language we are saying 'hello' in today?

# ENGLISH

## READING- STRUCTURE

### **We are learning to:**

- Identify the features of a narrative

### **I will be successful when:**

- I can improve sentences with adjectives, connectives and adverbs
- I can identify nouns, verbs, adjectives and adverbs in a text

### **Task 1 : Improve the sentences below adding adjectives, connectives, adverbs and making the sentences complex.**

The boy went to the park.

Eg. The friendly boy quickly skipped to the park because he was meeting his best friend.

---

---

I like eating cakes.

---

---

The fish is nice.

---

---

## **Task 2: Read the story. You may need an adult to read it to you.**

### Llama Trouble at the Farm

On the eastern side of Bobby's farm, close to the huge tree, there lived a cuddly young llama named Frank. As a baby llama, Frank was a joyful animal, who spent many hours happily playing with his tambourine. After a while though, Frank realised that he was very different to the other llamas in the paddock.

Firstly, the other llamas would eat absolutely anything that Farmer Bobby gave them. Not Frank. Frank was very fussy about what he ate, which meant that he wasn't as fat as the other llamas. This encouraged the other llamas to call Frank cruel names. "Look at that skinny llama!" they would snort. When Frank heard this, he cuddled up with his tambourine and found somewhere to cry where the others couldn't see him.

As well as this, the other llamas loved to jump over the hay bales in the paddock. Not Frank. Frank preferred to keep his hooves on the ground, which meant that he wasn't as graceful as the other llamas. This encouraged the other llamas to call him even more cruel names. "Look at that clumsy clog!" they would grunt. As the name calling continued, Frank became very miserable. He felt awfully lonely on the eastern side of Bobby's farm, close to the huge tree.

On the western side of Bobby's farm, close to the enormous rock, there lived an odd-looking alpaca named George. As a baby alpaca, George was a joyful animal, who spent many hours frolicking among the rocks dancing and grooving. After a while though, George realised that he was very different to the other alpacas in his paddock.

Firstly, the other alpacas would spit as far as they could reaching long distances. Not George. No matter how hard he tried, George could only manage a tiny "spit", which meant that he wasn't as cool as the other alpacas. This encouraged the other alpacas to call him cruel names. "Look at his wimpy spit!" they would laugh. When George heard this, he would hide near the rocks and cry.

As well as this, the other alpacas liked to roll in the grass all day. Not George. George found this very boring. He preferred to run around all day, chasing the dandelions, which meant that George wasn't as lazy as the other alpacas. This encouraged the other alpacas to call him even more cruel names. "Look at that healthy hick!" they would grunt.

As the name calling continued, George became very sad. He felt terribly lonesome on the western side of Bobby's farm, close to the enormous rock.

Then, one day, a huge van arrived on the farm. On the side of the van were the words Mr Hoove. Farmer Bobby began taking llamas and alpacas over to the van.

"You're not going to get chosen for the van," some of the llamas sniggered to Frank, "you're too skinny!"

Frank cried a lonely tear and then continued to play with his tambourine.

"You're not going to get chosen for the van," some of the alpacas sneered to George, "you're too bad at spitting and healthy!"

George cried a lonely tear and then continued to play with his dandelions.

Slowly, the other animals disappeared into the back of the van until there were just two left.

"I don't think anyone would want to see you in zoo!" laughed Farmer Bobby. So he put Frank and George in a paddock together.

Frank watched George chasing a dandelion.

"He's not like the other alpacas," Frank thought to himself, "he looks odd."

George cried a lonely tear and then continued to play with his dandelions.

George watched Frank playing with his tambourine. "He's not like the other llamas," George thought to himself, "he looks strange."

"Aren't you going to play in the hay?" asked George. "Oh no," replied Frank, "I don't like to jump." George laughed. He thought this was one of the funniest things he'd ever heard.

He decided that he liked Frank so he showed him how to chase after the dandelions. Frank laughed. He thought this was funny so he chased the dandelions too.

Farmer Bobby watched the two animals in amazement. "Such strange creatures!" he laughed. He decided to keep the two odd animals in their own paddock together.

**Task 3: Go back through the story and circle/ highlight/ underline the nouns, adjectives and verbs. Check out my example below if you are unsure.**

**You will need three different colours.**

**Reminder:**

**Nouns are people places and things eg. Frank is a noun**

**Adjectives are describing words eg. Pretty is an adjective**

**Verbs are doing words eg. Dancing is a verb**

**Example:**

**George** *watched* **Frank** *playing* with his **tambourine**.

“He’s not like the other **llamas**,” **George** *thought* to himself, “he looks strange.”

“Aren’t you going to *play* in the **hay**?” asked **George**.

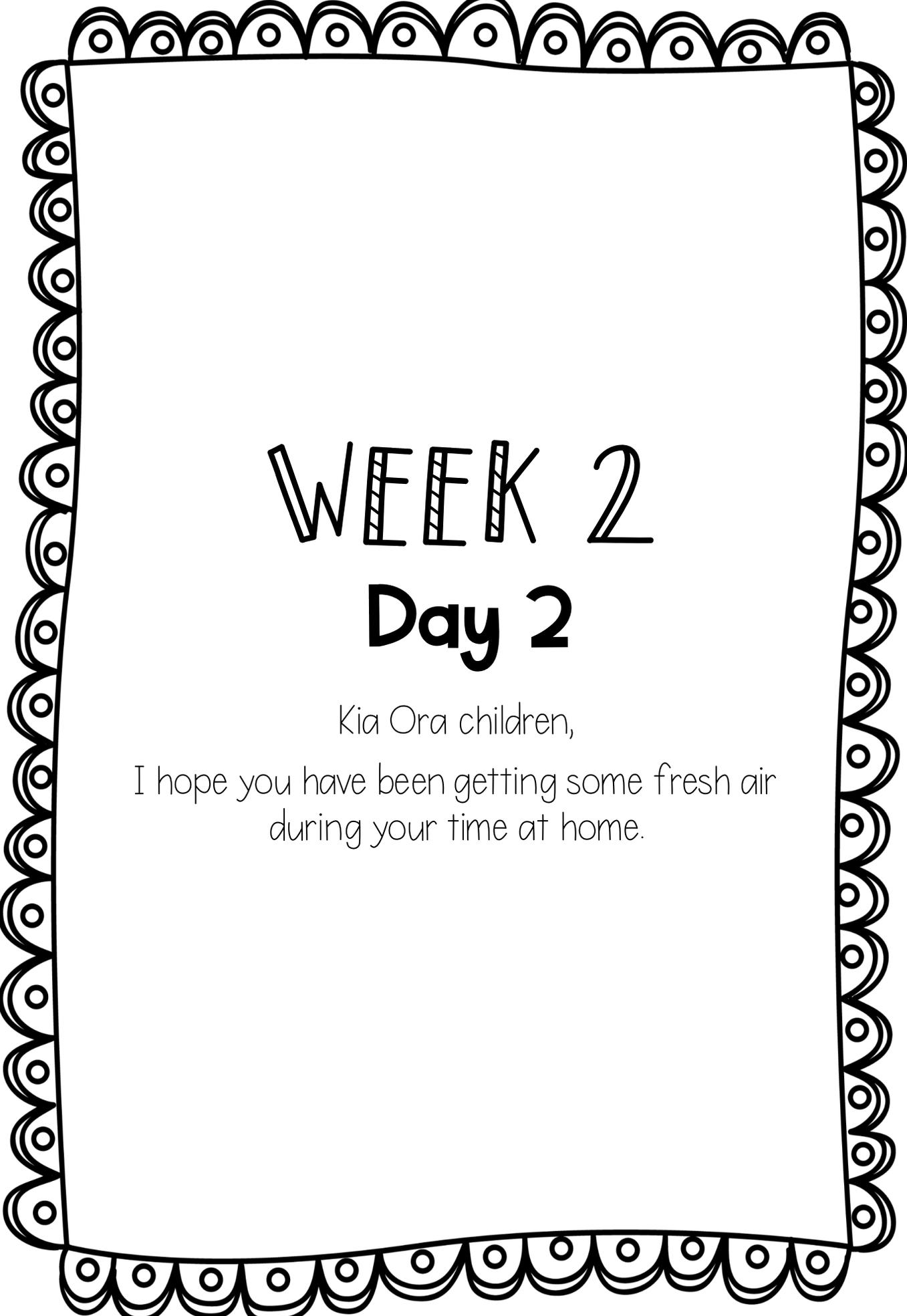
“Oh no,” replied **Frank**, “I don’t like to *jump*.”

**George** *laughed*. He *thought* this was one of the funniest things he’d ever heard.

**Noun**

adjective

*verb*



# WEEK 2

## Day 2

Kia Ora children,

I hope you have been getting some fresh air  
during your time at home.

# ENGLISH

## READING- ANALYSING CHARACTER

### We are learning to:

- Create an image of the main character

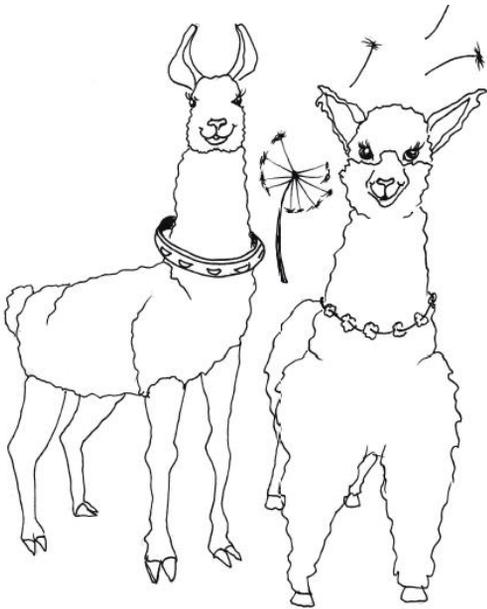
### I will be successful when:

- I can draw a picture that reflects the characteristics of the main character
- I can write questions to ask the main character

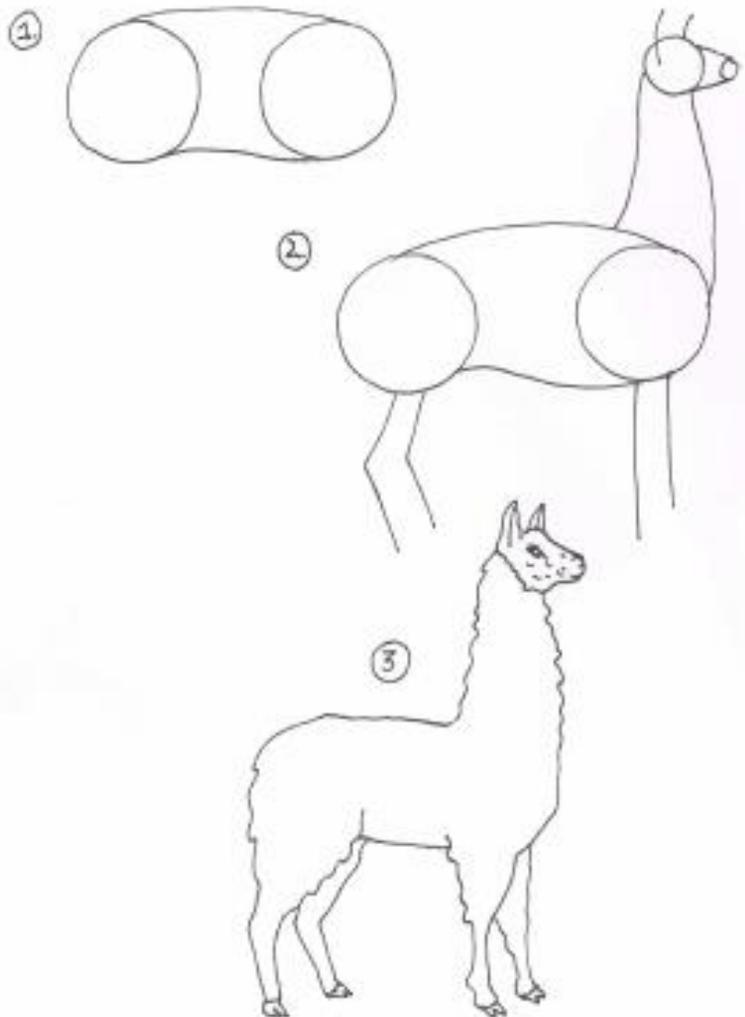
### Task 1 : Improve the sentences below adding adjectives from the box and drawing a picture to match.

Sentences- improve and draw	Words to choose from	
I ate a bowl of bugs for dinner.	Big	Dirty
	Tiny	Cold
	Yummy	Crazy
She flew to school in a rocket.	Silly	Old
	Tired	Boring
	Squishy	Soft
My friend is a monster.	Hard	Gross
	Yellow	Blue
	Sour	Crunchy

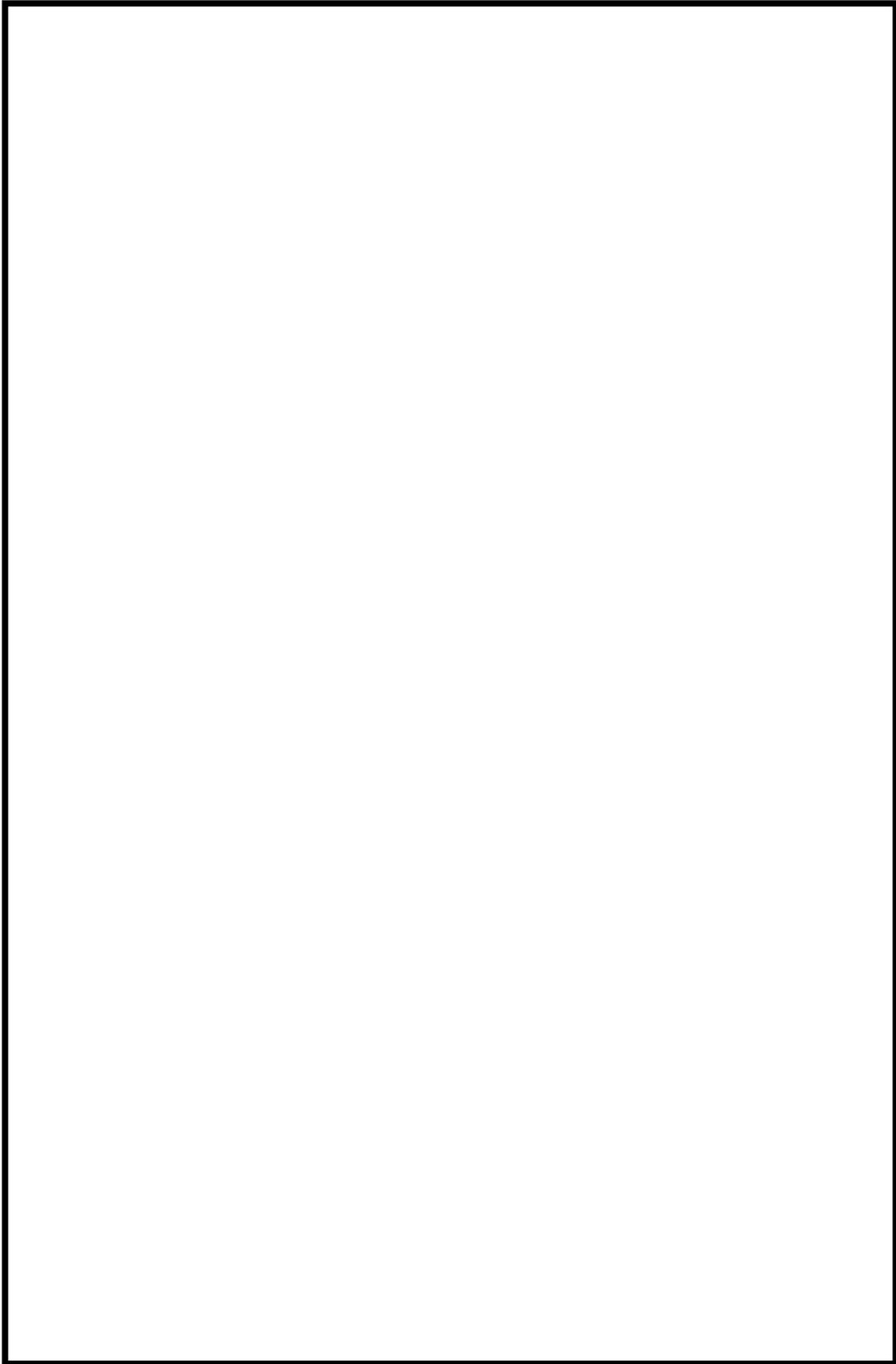
**Task 2: Draw a picture of the main characters in the Llama Trouble at the Farm. Check out the example below for inspiration and the 'how to guide' to drawing a llama.**



How to draw a Llama



**Task 2: Draw Frank and George below**



**Task 3: If you were to interview Frank and George or the farmer what would you ask? Write 3 questions below?**

**Challenge: Have a family member read out your questions and acting as one of the characters have a go at answering the questions you wrote.**

**Question 1:**

**Question 2:**

**Question 3:**

# WEEK 2

## Day 3

Nia Hao students,  
Enjoy planning your narrative!

# ENGLISH

## WRITING- NARRATIVE

### **We are learning to:**

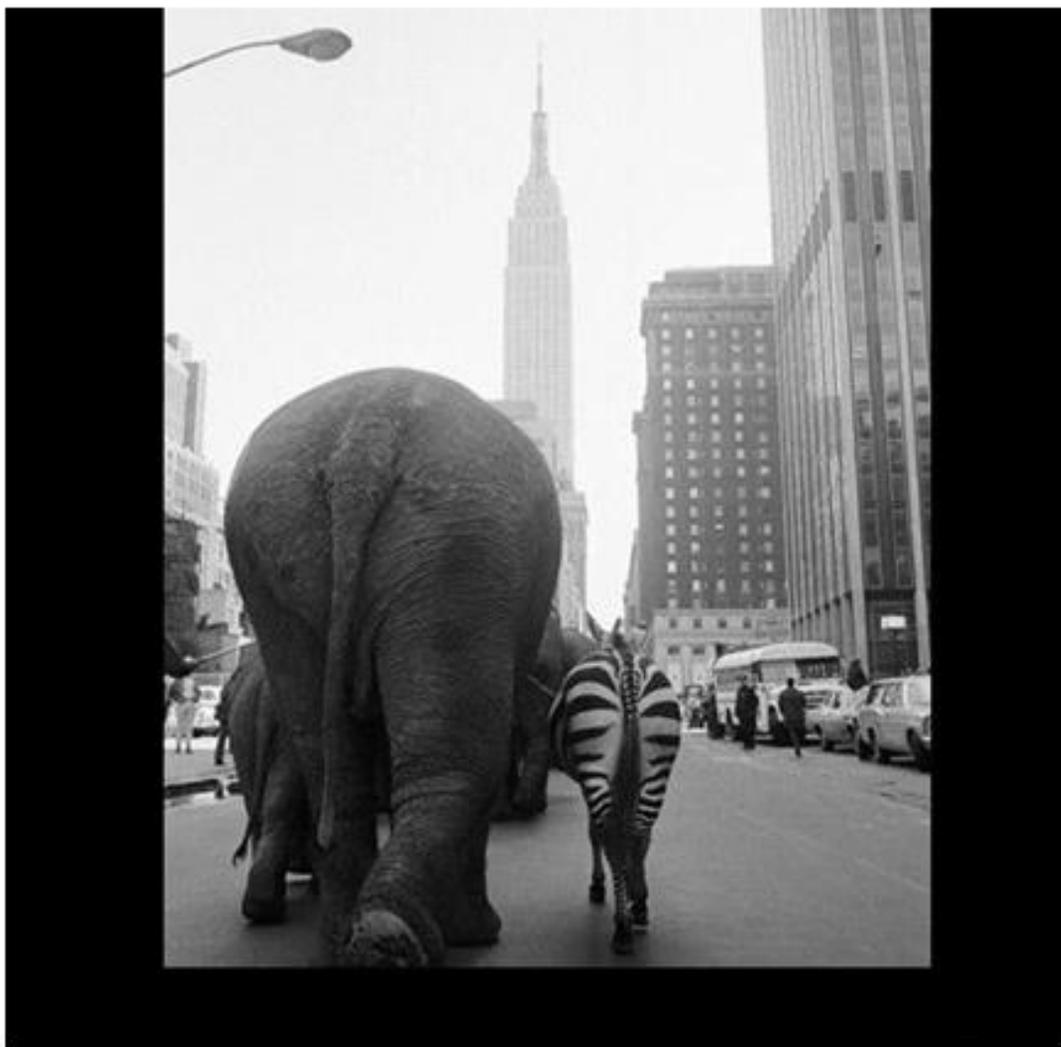
- Write a narrative using the correct structure

### **I will be successful when:**

- I can write a narrative with an orientation, complication and resolution
- I can add interesting adjectives in my narrative and include paragraphs

**Task 1: Edit the below paragraph- can you find, and correct the spelling mistakes, missing punctuation and capital letters.**

Well, its another rainy day. I wonder what I will do? First, I think I'll take a walk around the neyborhood to stretch my legs. Secound I'll cook a big breakfast with toast fruit eggs and bacon. After that, I might mow my lawn, it's getting pretty long. I'm not sure what I'll do after that. I gues I should go see my mother. I think she wants me to go grocery shopping with her. I have no idea why she can't just go by her self. Or, better still, she could ask my dad to go with her! I doubt he will want to go with her though. He does'nt like going to the grocery store as much as I do!



Writing Prompt: Creative Story

Escape from the Zoo

Tell the story about escaping from the zoo from the point of view of one of the animals.

Describe your day as you wander the concrete streets of this strange new jungle.

Put in the setting, speech, vivid descriptions and verbs.

**Task 2: Plan your story using the framework below- think about the events that will happen in your story, what problems will your animals face and how will you solve the problem? I have written an example on the next page if you need to have a look. Remember planning is writing ideas, not writing the story.**

Title:		
Orientation		
Setting	Characters	Mood
Complication		
Events and Climax		
Resolution		

<b>Title:</b> Run, Giraffe, Run		
<b>Orientation</b>		
<b>Setting</b>	<b>Characters</b>	<b>Mood</b>
Set in Perth after the animals escape from the zoo.	Ellie the elephant and Gerald the giraffe	They are excited to be exploring Perth
<b>Complication</b>		
As they are exploring Perth the police come to try and catch them to return them to the zoo. They are not ready to go back yet.		
<b>Events and Climax</b>		
First they take the ferry to Elizabeth Quay and go on the carousel. Next they walk through the city doing some window shopping . Then they are chased by the police and have to hide in the train station.		
<b>Resolution</b>		
They explain to the police they are not ready yet and the police let them have some more fun in the city taking selfies with them before they are returned to the zoo at the end of the day.		

# WEEK 2

## Day 4

Kaya children,

Was it exciting to plan your story? Today you will get go at writing your story.

# ENGLISH

## WRITING- NARRATIVE

### **We are learning to:**

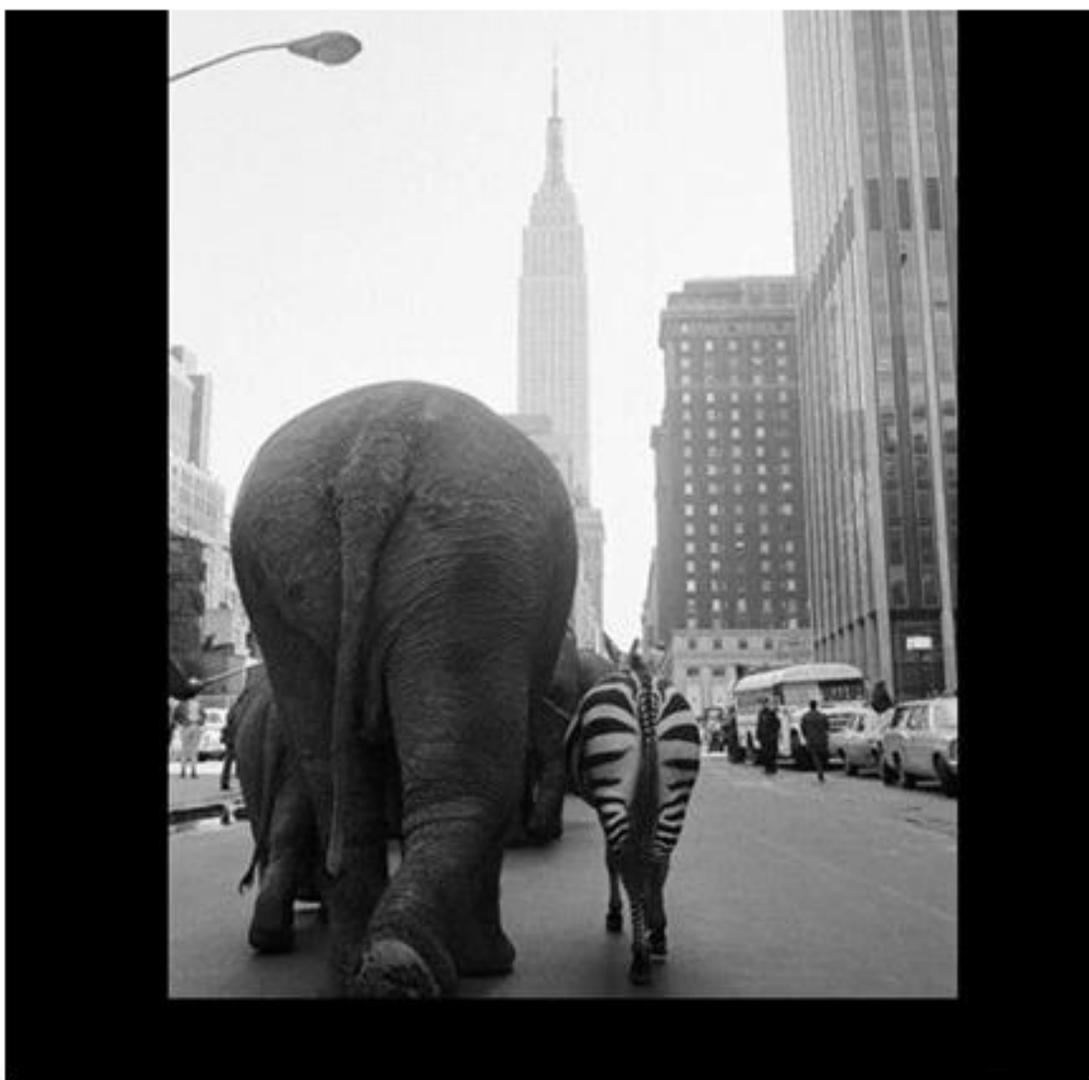
- Write a narrative using the correct structure

### **I will be successful when:**

- I can write a narrative with an orientation, complication and resolution
- I can add interesting adjectives in my narrative and include paragraphs

**Task 1: Edit the below paragraph- can you find, and correct the spelling mistakes, missing punctuation and capital letters.**

Some days are good and some days are bad. Today is day bad. I woke up very too late. My alarm clock not ring. I ran to take a shower. I didn't have a towell I ran to find a towel. I got dressed. I couldn't find my socks. I finally found my shoes and socks. I ran to the corner to catch the bus. He was leaving. I slowly walked home. Then I saw that my socks were two different colors. I am going back for bed.



Writing Prompt: Creative Story

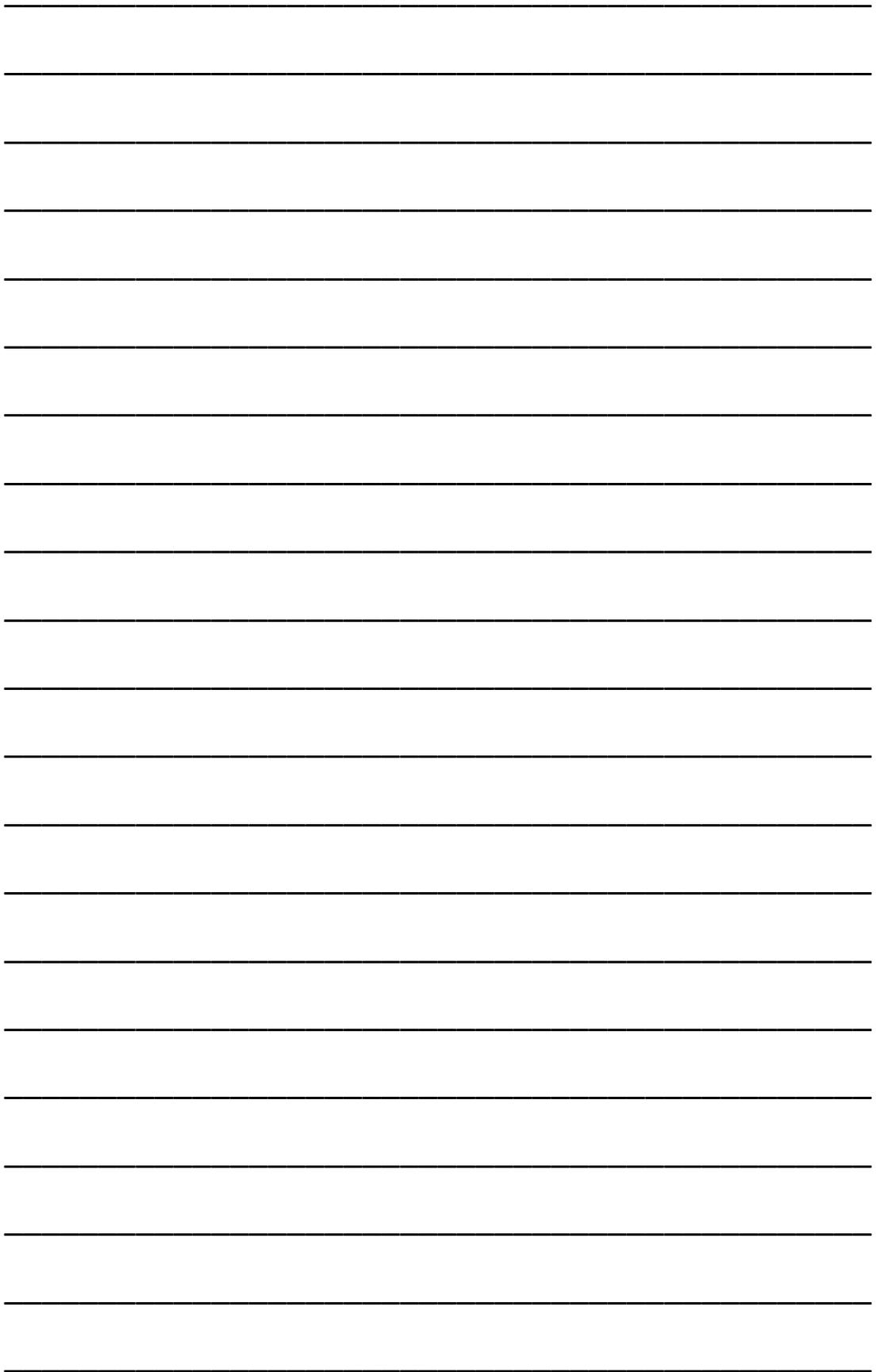
Escape from the Zoo

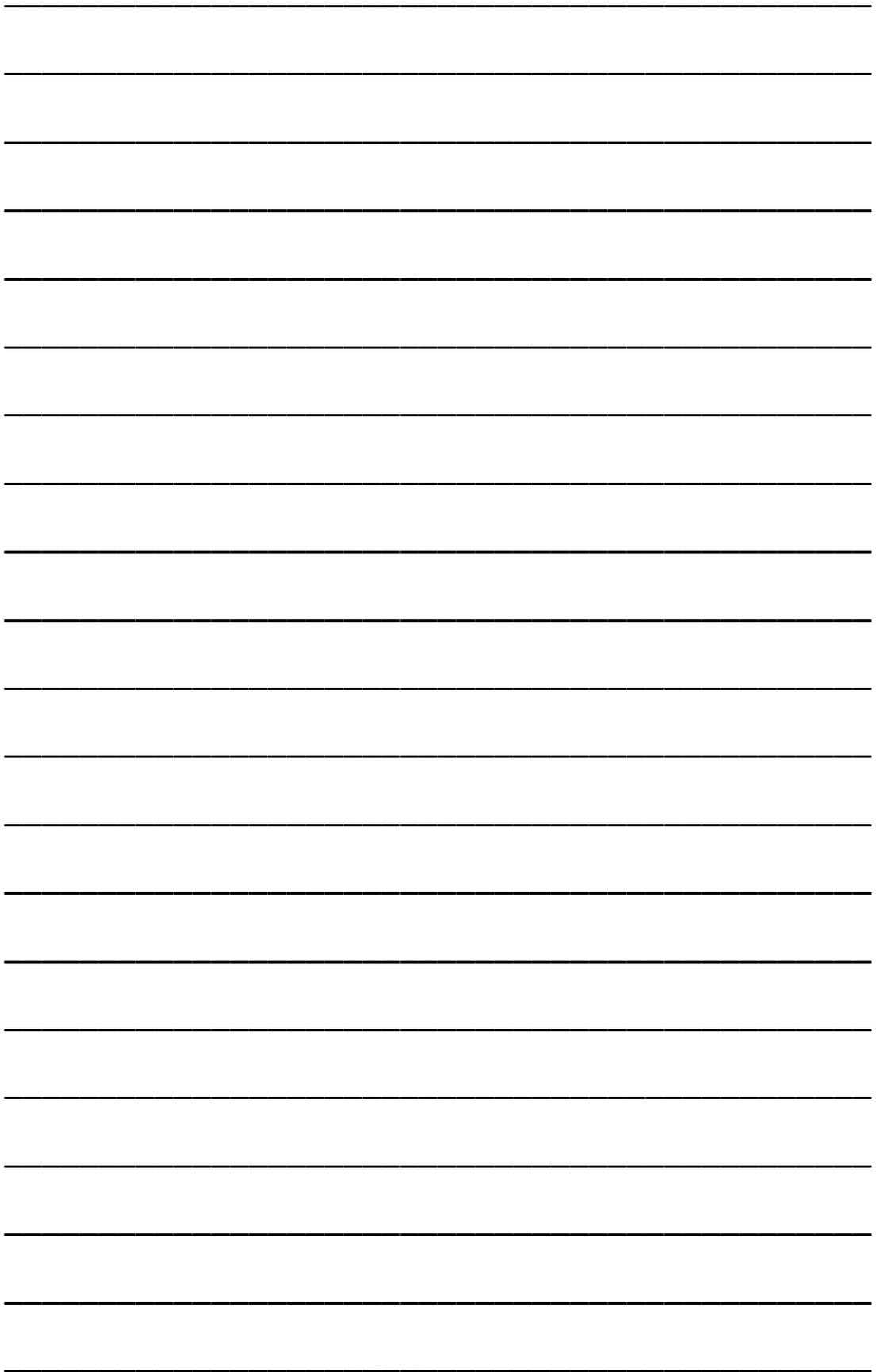
Tell the story about escaping from the zoo from the point of view of one of the animals.

Describe your day as you wander the concrete streets of this strange new jungle.

Put in the setting, speech, vivid descriptions and verbs.







# WEEK 2

## Day 5

Good Morning wonderful students,  
I hope you have enjoyed the English work you  
have completed.

# ENGLISH WRITING- CHARACTER DESCRIPTION

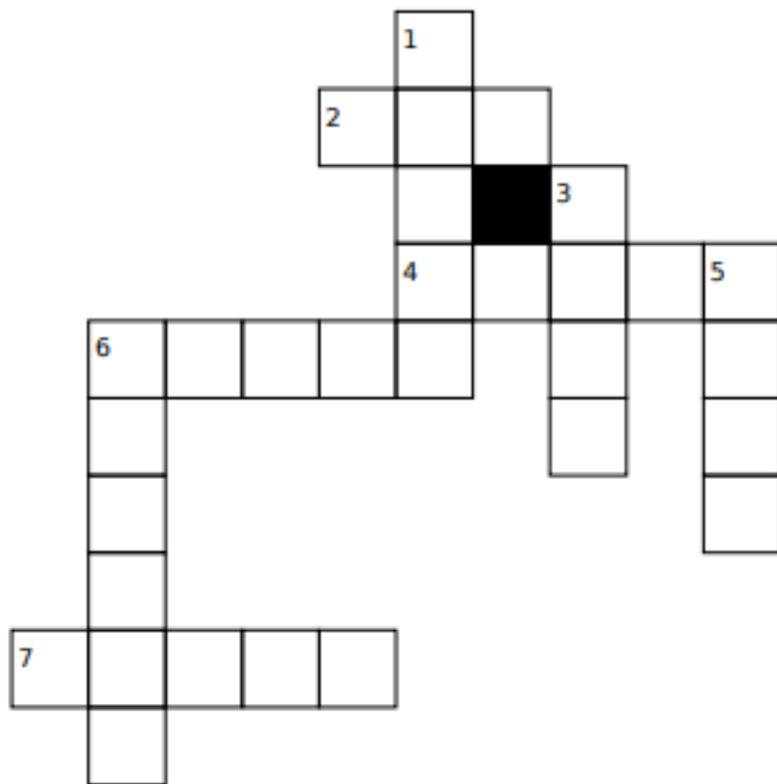
## We are learning to:

- Edit our narrative writing

## I will be successful when:

- I can mark my text when editing my work
- I can check my spelling and add detail to my work.

## Task 1: Complete the adjective crossword below



### Down:

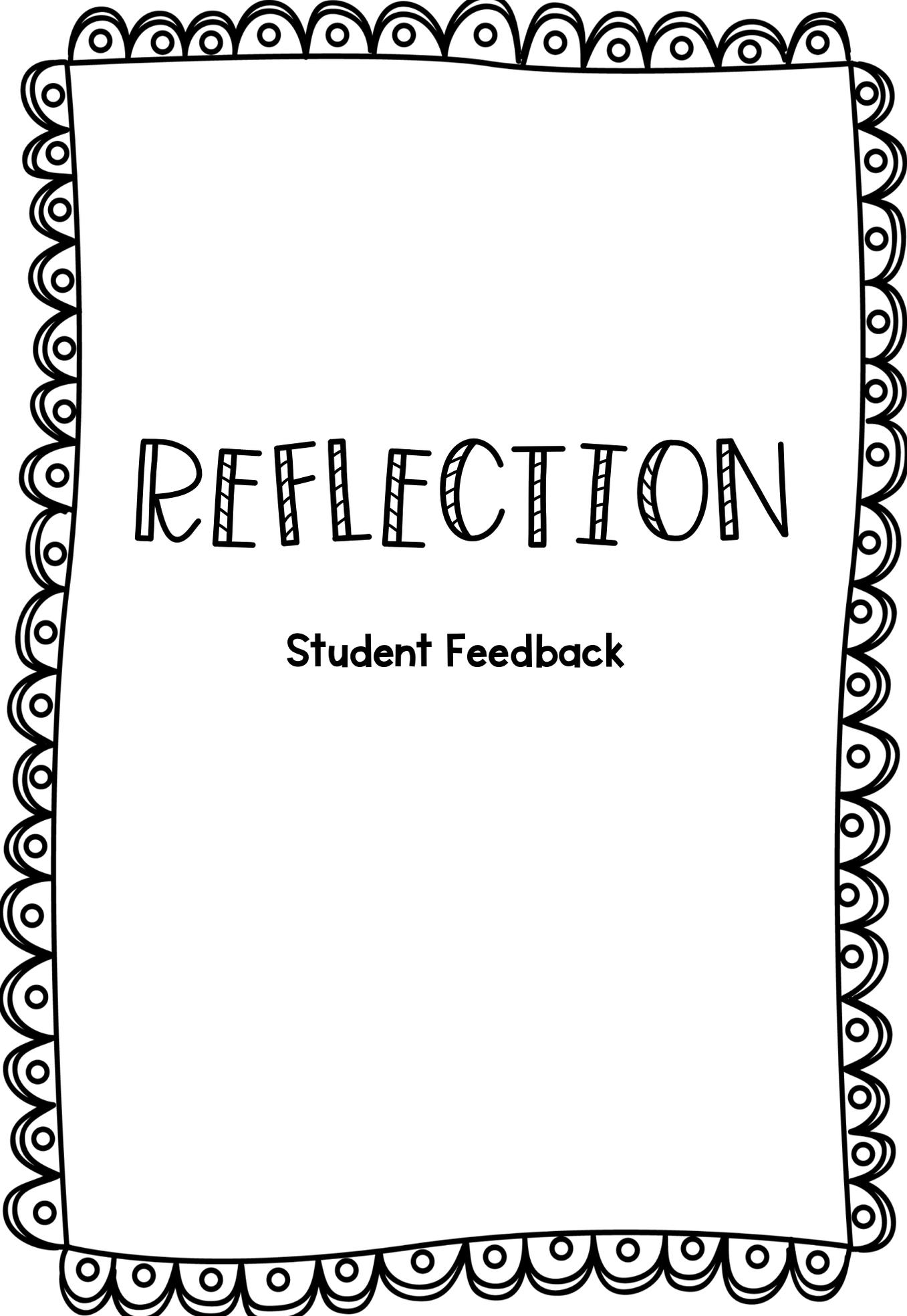
1. sometimes this can describe your bedroom and is the same as untidy
3. this adjective is a number. Quad or quarter are an example
5. this adjective can be used to describe a basketball player, a giraffe or a skyscraper
6. this adjective is a colour. It can be used to describe a banana, the sun or a daffodil

### Across:

2. this adjective is a colour. It can be used to describe a tomato, stop sign or chilli
4. opposite of tall
6. when food tastes great
7. opposite of old

**Task 2: Use the editing checklist below to check your story from yesterday. You may need an adult to help with this.**

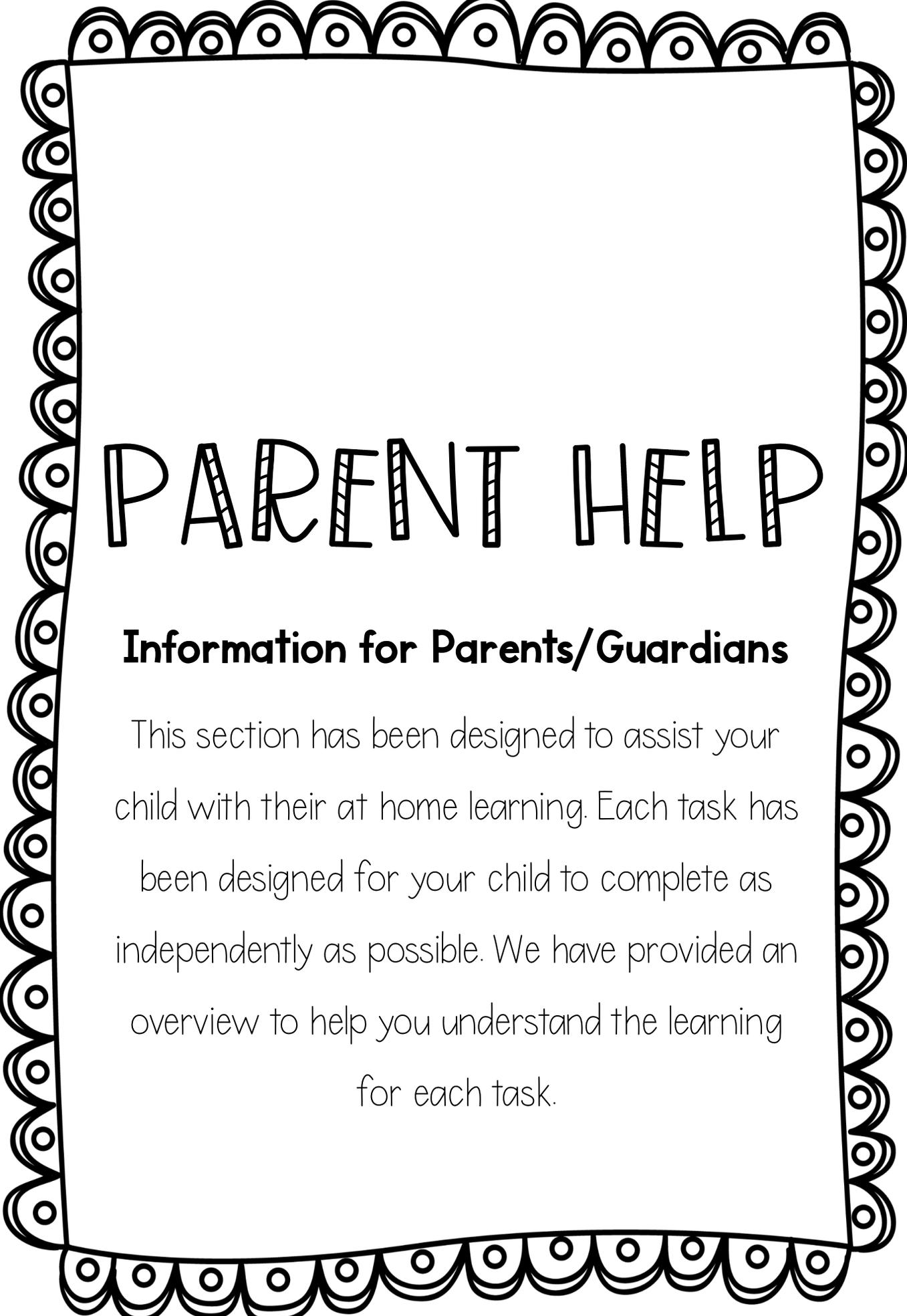
Have you checked?	How you will check	Put a tick if you have completed the task
Capital letters and full stops	Underline the capital letter and full stops	
Punctuation- commas, question marks etc.	Circle the punctuation	
Spelling	Sound out unsure words- does it look right?	
Descriptive language- adjectives	Highlight the adjectives	
Structure	Do you have an orientation, complication and resolution	
Paragraphs	Do you have paragraphs? Is there at least 3 ?	
Meaning	Reread your story. Does it make sense and in sequence?	



# REFLECTION

**Student Feedback**





# PARENT HELP

## **Information for Parents/Guardians**

This section has been designed to assist your child with their at home learning. Each task has been designed for your child to complete as independently as possible. We have provided an overview to help you understand the learning for each task.

## Week 1 Day 1

Task 1:

Did your child ask an adult to guess their fib?

Task 2/ 3:

Has your child written their recount? Use the editing checklist below to check your child's work. Compare the recount to the example one in the package to check if everything is included.

Have you checked?	Put a tick if you have completed the task
Capital letters and full stops	
Punctuation- commas, question marks etc.	
Spelling	
Descriptive language- adjectives	
Structure- orientation, key events and ending	
Paragraphs	

# Week 1 Day 2

## Task 1:

Set a timer for 1 minute (there should be one on your phone) and time your child reading. Where do they get up to? Circle the word. Have them read the text two more times and record where they finish each time. Did they improve? Put a smiley face on their work if they did.

**Note:** If your child is a very fluent reader they may finish the text in the one minute. If this occurs have them reread the text again and put a x2 next to where they finish.

## Task 2: Answers may vary but here is one example

Connection	Responses
Text to Self	I have been chased by swans before and it was very scary. They can move surprisingly fast.
Text to Text	Ugly Duckling: the birds live on a lake and are fed by humans
Text to World	Western Australia is famous for our black swans and can be found all over Perth. This bird is on our flag.

## Task 3: Answers may vary, check the example below

What was the main idea of the story?

Sometimes when you feed one bird lots of birds will approach and it can be a bit scary.

How was Kym feeling when the swans came towards her? If this happened to you what would you do? How would you react?

She felt scared and worried. She was worried the swans were going to hurt her. If this happened to me I would run away. I would also feel scared as I don't like birds.

## Week 1 Day 3

### Task 1:

Set a timer for 1 minute (there should be one on your phone) and time your child reading. Where do they get up to? Circle the word. Have them read the text two more times and record where they finish each time. Did they improve? Put a smiley face on their work if they did.

Note: If your child is a very fluent reader they may finish the text in the one minute. If this occurs have them re read the text again and put a x2 next to where they finish.

### Task 2:

Pictures will vary- check that your child has completed their picture

### Task 3:

Has your child completed the senses tables? Ask them to say some of their responses. What would they see or hear if they were in the picture? Use the example to help them if they are stuck.

## Week 1 Day 4

Task 1:

Check the answers below- do they match what your child did. **Noun** Adjective *Verb*

<b>cat</b>	<u>beautiful</u>	<i>Singing</i>	<b>bubblegum</b>
<u>hairy</u>	<b>Kathryn</b>	<b>blanket</b>	<b>toilet</b>
<i>swimming</i>	<i>cough</i>	<i>running</i>	<b>tissue</b>
<u>blue</u>	<b>water</b>	<u>little</u>	<i>sneezing</i>

Task 2:

Did they draw the monster? Have them explain what it looks like to you.

### Task 3:

Have they completed the table of their hero? Use my example to help them if they are stuck. Can their hero defeat the monster?

<b>Fact File:</b>	
<b>Name:</b>	Super Sparks
<b>Likes:</b>	Ice-cream, cats and warm weather
<b>Dislikes:</b>	Snow, broccoli and animals that buzz
<b>Special powers:</b>	Invisibility, Karate
<b>Picture:</b>	

## Week 1 Day 5

### Task 1:

Answers may vary- check that their sentence includes a noun, adjective and verb.

### Task 2:

Has your student answered the comprehension questions? Answers may vary slightly- check against the answers below.

1) Who is the story about?

David, his Mum and his dog Theo

2) What happened in the story?

Theo went to the vet and the vet suggested that Theo needed to be more active and eat less food. David took him for more walks and he started to lose weight.

3) Where does the story take place?

The story takes place at David's house.

### Task 3:

Answers may vary

One example of a cause and effect is:

1) David took Theo for walks and he began to lose weight.

2) The family fed Theo the wrong food so he gained weight.

## Week 2 Day 1

Task 1:

Answers may vary, below are some examples of what their sentences could look like. Check they have included adjectives, adverbs and verbs

The boy went to the park.

Eg. The friendly boy quickly skipped to the park because he was meeting his best friend.

I like eating cakes.

Eg. I like loudly eating scrumptious cakes when celebrating a friends birthday.

The fish is nice.

Eg. The friendly fish was quickly jumping in the water and was nice to look at.

Task 2: Answers may vary- check below for example answers

Check they have marked the text and have highlighted/  
underlined all three grammar features.

Example:

**George** *watched* **Frank** *playing* with his **tambourine**.

“He’s not like the other **llamas**,” **George** *thought* to himself,  
“he looks strange.”

“Aren’t you going to *play* in the **hay**?” asked **George**.

“Oh no,” replied **Frank**, “I don’t like to *jump*.”

**George** *laughed*. He *thought* this was one of the funniest  
things he’d ever heard.

**Noun**

adjective

*verb*

## Week 2 Day 2

Task 1:

Answers may vary and pictures will vary. See below for an example response.

Sentences- improve and draw	Words to choose from	
I ate a bowl of bugs for dinner. <b>I ate a big bowl or squishy bugs for dinner.</b>	Big	Dirty
	Tiny	Cold
	Yummy	Crazy
She flew to school in a rocket. <b>She flew to the yellow school in a tiny rocket.</b>	Silly	Old
	Tired	Boring
	Squishy	Soft
My friend is a monster. <b>My crazy friend is a gross monster.</b>	Hard	Gross
	Yellow	Blue
	Sour	Crunchy

Task 2:

Pictures will vary- check your child has done it.

Task 3:

Answers will vary. Sample interview questions below.

1. How do you feel now that you are in the same paddock together?
2. Will you teach George how to play the tambourine?

## Week 2 Day 3

Task 1 : Check your child's work if they picked up the below errors.

Well, **it's** another rainy day. I wonder what I will do? First, I think I'll take a walk around the **neighborhood** to stretch my legs. **Second**, I'll cook a big breakfast with **toast, fruit, eggs and bacon**. After that, I might mow my lawn, it's getting pretty long. I'm not sure what I'll do after that. I **guess** I should go see my mother. I think she wants me to go grocery shopping with her. I have no idea why she can't just go by **herself**. Or, better still, she could ask my dad to go with her! I doubt he will want to go with her though. He **doesn't** like going to the grocery store as much as I do!

## Task 2:

Answers will vary. Check your child has completed the plan.  
Example below.

<b>Title:</b> Run, Giraffe, Run		
<b>Orientation</b>		
<b>Setting</b>	<b>Characters</b>	<b>Mood</b>
Set in Perth after the animals escape from the zoo.	Ellie the elephant and Gerald the giraffe	They are excited to be exploring Perth
<b>Complication</b>		
As they are exploring Perth the police come to try and catch them to return them to the zoo. They are not ready to go back yet.		
<b>Events and Climax</b>		
First they take the ferry to Elizabeth Quay and go on the carousel. Next they walk through the city doing some window shopping . Then they are chased by the police and have to hide in the train station.		
<b>Resolution</b>		
They explain to the police they are not ready yet and the police let them have some more fun in the city taking selfies with them before they are returned to the zoo at the end of the day.		

# Week 2 Day 4

## Task 1:

Check your child's work if they picked up the below errors.

Some days are good and some days are bad. Today is a **bad day**. I woke up **too late**. My alarm clock **did** not ring. I ran to take a shower. I didn't have a towel **so** I ran to find a towel. I got dressed. I couldn't find my socks. I finally found my shoes and socks. I ran to the corner to catch the bus. **The bus** was leaving. I slowly walked home. Then I saw that my socks were two different colors. I am going back **to** bed.

## Task 2:

Students need to write their narrative- check they have done this.

## Task 3:

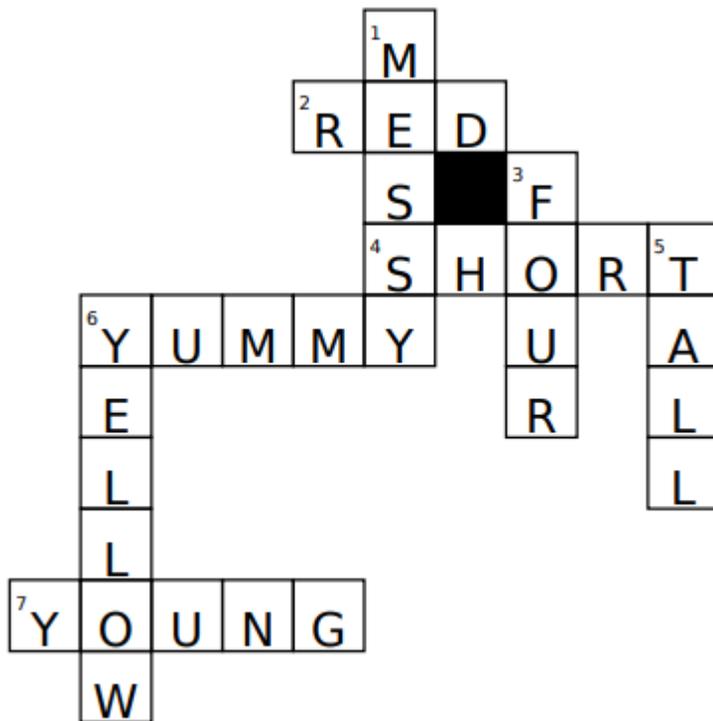
They need to edit their work. Below is a checklist for you to also check their narrative.

Have you checked?
Capital letters and full stops
Punctuation- commas, question marks etc.
Spelling
Descriptive language- adjectives
Structure- orientation, complication and resolution
Paragraphs
Meaning

# Week 2 Day 5

Task 1:

Check the answers to the crossword below.



## Task 2:

Answers will vary. Using the same editing checklist go through their narrative and see if they have picked up the errors.

Have you checked?	Put a tick if you have completed the task
Capital letters and full stops	
Punctuation- commas, question marks etc.	
Spelling	
Descriptive language- adjectives	
Structure- introduction, problem and solution	
Paragraphs	
Meaning	

