



For 6 to 8 Year Olds

***Step
Into
Language***

Book 2

© Ready-Ed Publications - Revised 2001.

Published by Ready-Ed Publications (2001) P.O. Box 276 Greenwood Perth W.A. 6024

Email: info@readyed.com.au Website: www.readyed.com.au

COPYRIGHT NOTICE

Permission is granted for the purchaser to photocopy sufficient copies for non-commercial educational purposes. However, this permission is not transferable and applies only to the purchasing individual or institution.

ISBN 1 86397 020 7

Contents

Page Title	Page
Introduction	4
Friends	5
Suggested Activities For 'Friends'	6
Cloze	10
Classification	11
Rhyming words	12
Secret Message	13
Alphabetical Order	14
Matching Sentence Beginnings to Endings	15
Word Endings	16
Story Writing	17
Organising Ideas	19
Storywriting	20
Grandma	21
Suggested Activities For 'Grandma'	22
Sequencing	25
Completed Sentences	26
Word Sort	27
What Did They Say?	28
Your Grandma	29
Cloze	30
Synonyms/Contractions	31
Secret Message/Opposites	32
Surprises	33
Following Instructions	34
Frogs	35
Suggested Activities For 'Frogs'	36
Sequencing the Life Cycle of a Frog	38
Completing Sentences	39
Matching Sentences to Pictures	40
Identifying Sentences of Similar Meaning	41
Headings for Paragraphs	42
Classifying Information	43
Diagram of a Frog	44
Word Sort	45
Describing Words	46
The Magic Frog - story planning/writing	47
The Magic Frog - story template	48

Introduction

The '**Step into Language**' series is designed to develop children's language skills. Each book is divided into sections. An introductory story precedes activities designed to develop oral language, reading and writing skills. Teachers may select those worksheets which are appropriate according to the needs of the group and individuals.

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 such as 'First Steps', with the aim of providing a solid basis for well-developed literacy skills.

'Step into Language' Book Two comprises three sections:

Section One contains a short piece of realistic fiction - '*Friends*'.

Section Two is a fiction story - '*Grandma*'.

Section Three is an informational text on the theme of '*Frogs*'.

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

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 'Friends'

- Discuss friends and friendships. Chart children's sentences using different sentence patterns, e.g. A friend is ...
- Use a globe to show our country and other countries children have heard of. Discuss travel and holidays and countries of birth.
- Invent countries to rhyme with children's names.
e.g. I'm Tara and I come from 'Balara'.
- Develop beginning mapping skills by making a classroom map. Children help to label and put in pictures of furniture.
- Name and discuss other animals that live in the jungle. Extend to other environment areas.
- Make an animal alphabet frieze.

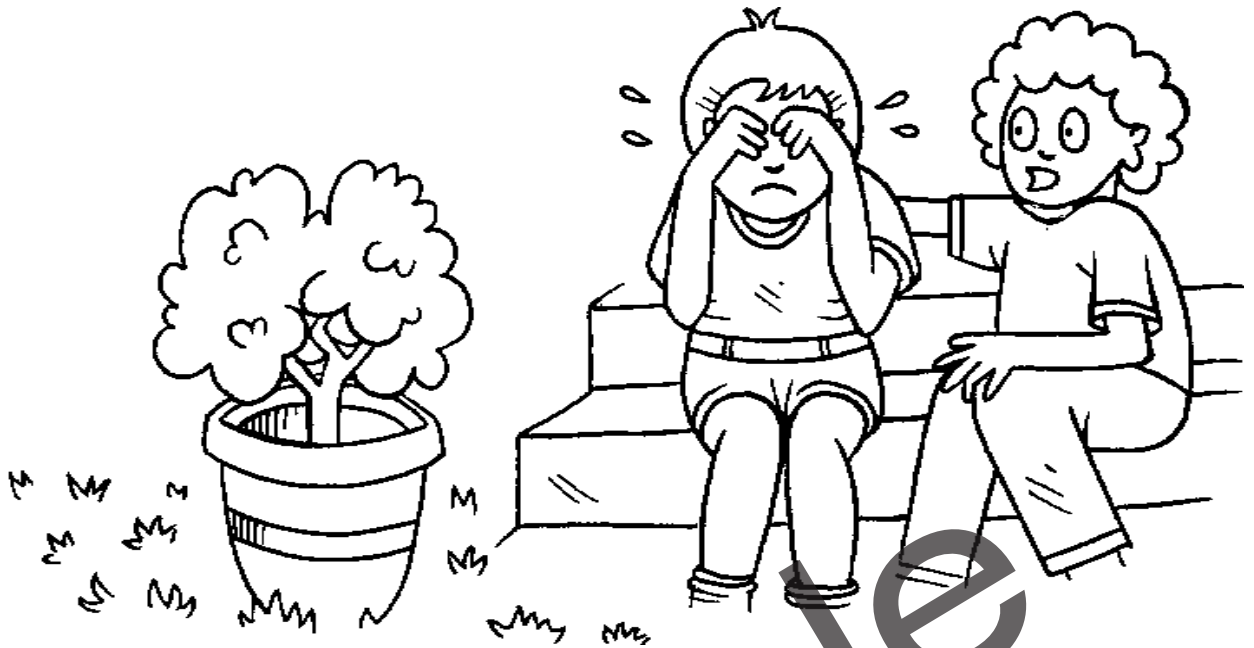
Aa Bb Cc Dd

Children collect pictures for letters.

Use to develop alphabetical order skills, e.g. Name an animal that starts with the letter coming before C.

- Script the story and have characters read onto a tape. Other children can make sound effects, e.g. animal noises.
- Discuss children's experiences of sleeping over at grandparents, friends, etc. Make a class book entitled Sleeping Over. Each child to have own page with title "A Night At ...". Children record and illustrate their story.
- Discuss fears and help children to realize that everyone has different fears and that these are very real to the person experiencing them.

Friends



Ben went to see his friend Tim. Tim was sad. He was crying.

"What's the matter?" asked Ben as he patted Tim's shoulder.

"Sometimes, I feel scared," said Tim in a little voice.

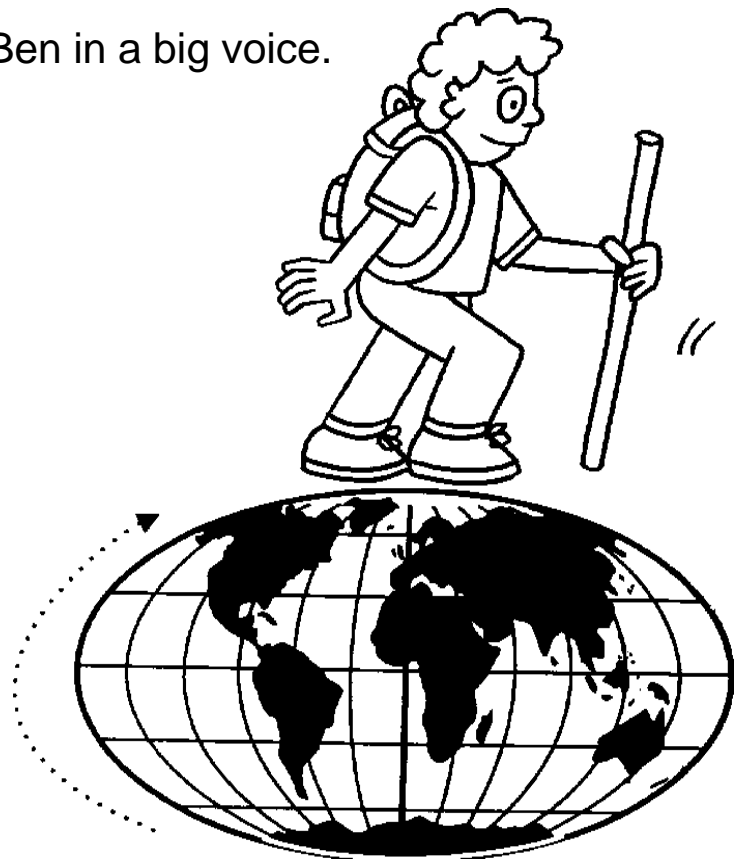
"Scared, scared of what?" said Ben in a big voice.

"All sorts of things," answered Tim in a very little voice.

"Do you ever feel scared?"

"Oh no," said Ben.

"I have been around the world and never have I felt scared."



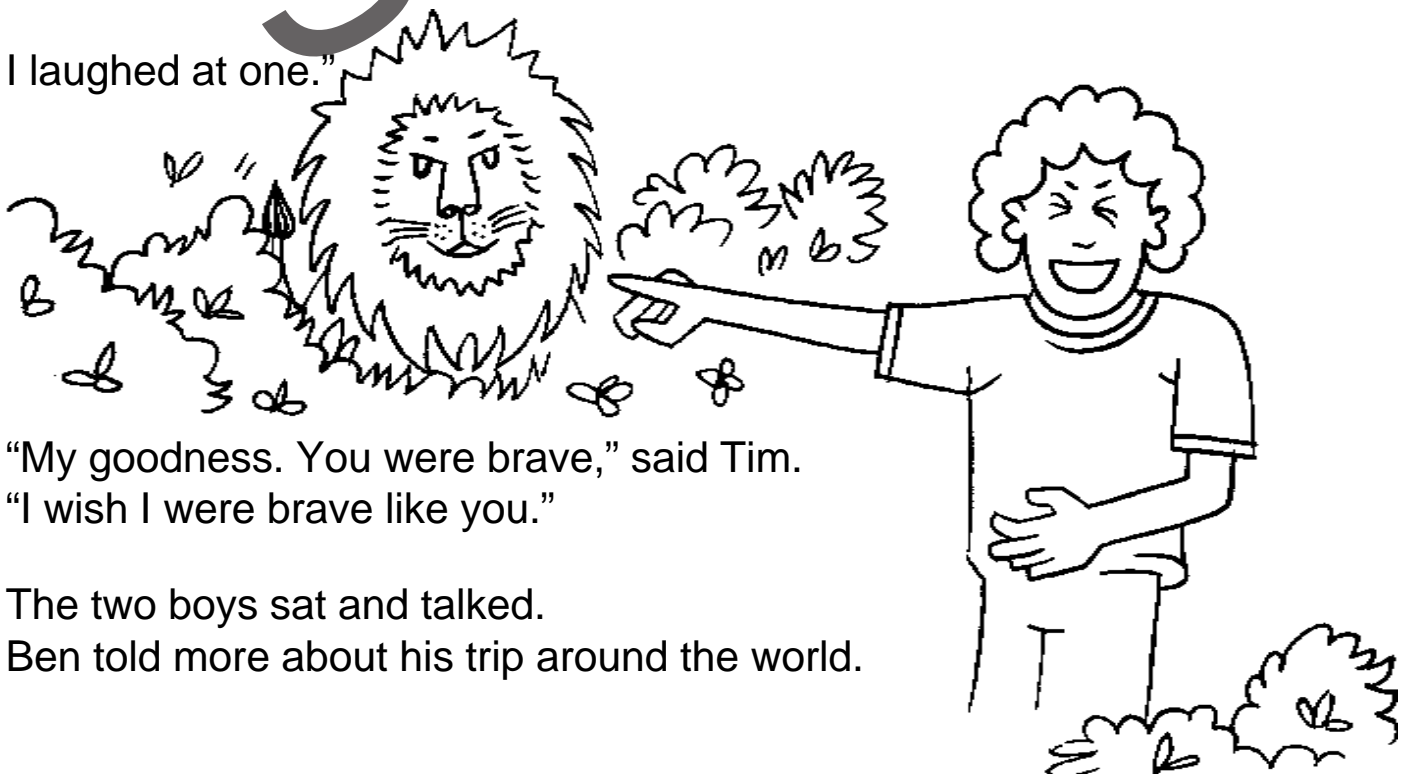
"I have seen snakes in Samu.
I squeezed one."



"I have seen tigers in Tamu.
I have tickled one."



"I have seen lions in Lamu.
I laughed at one."

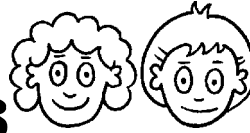


"My goodness. You were brave," said Tim.
"I wish I were brave like you."

The two boys sat and talked.
Ben told more about his trip around the world.

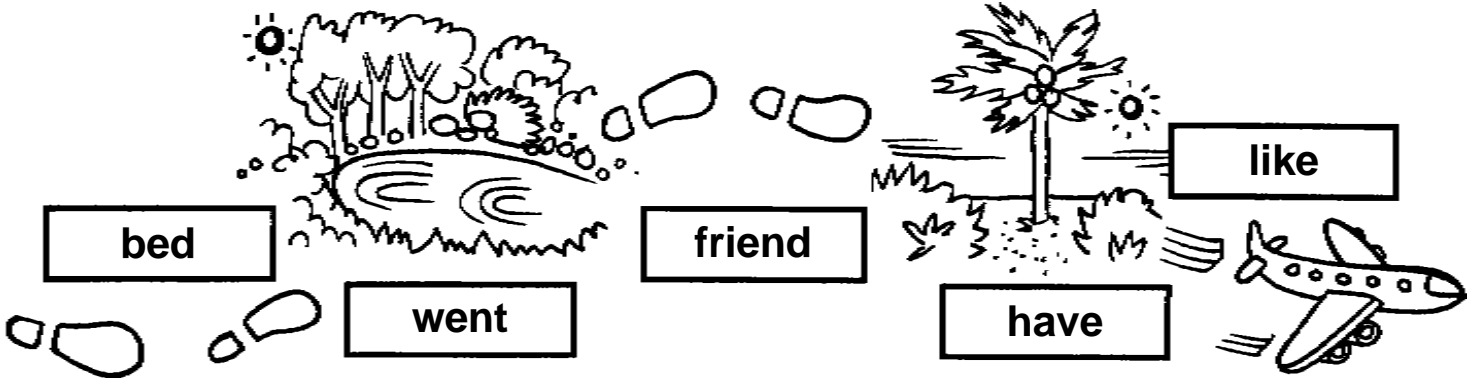
Name:

Friends



Cloze

Put in the missing words.



1. Ben went to see his Tim.
2. I been around the world.
3. I wish I were brave you.
4. That night Ben to sleep at Tim's house.
5. Tim was tucked up in his

Who Said It?

Print **Ben**



or **Tim**



on the line.

.....

.....

.....

.....

.....

“What's the matter?”

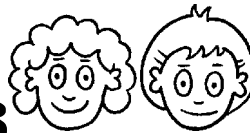
“Sometimes I feel scared.”

“I have been around the world.”

“I have never felt scared.”

“You are brave.”

Name:

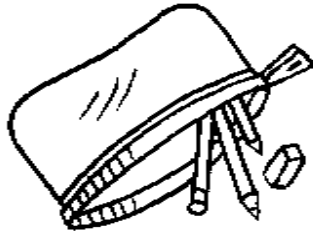


Friends

Classification



toothbrush and hairbrush



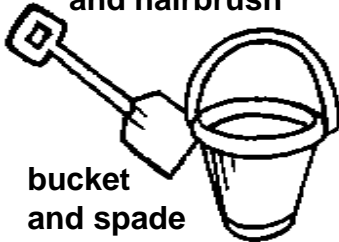
pencil case



soft toy dog



school bag



bucket and spade



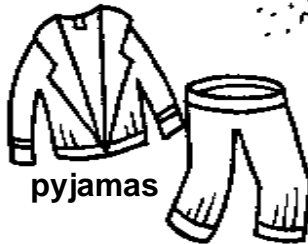
beach umbrella



pillow



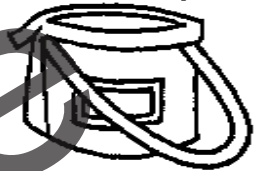
book



pyjamas



flippers



overnight bag

Write the names of the things shown above you would take to ...

the beach	sleep over	school

Make a list of the things you take to sleep over.

.....

.....

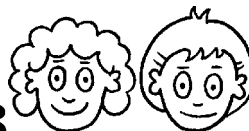
.....

.....

Draw them.

Name:

Friends



Alphabetical Order

Fill in the missing letters.

1. abc efg ijk m op stu w y

2. Between r and t comes

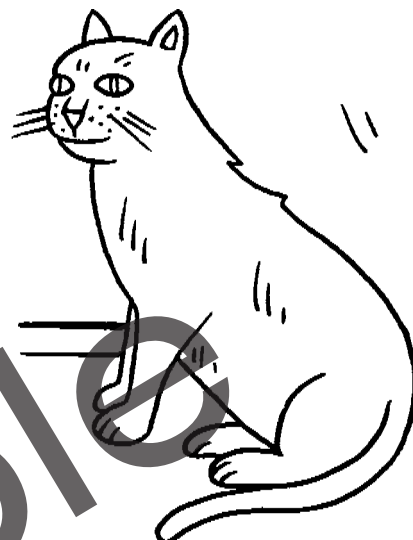
3. Between c and e comes

4. Between h and j comes

5. Between l and n comes

6. Between x and z comes

7. Draw an animal that starts with the letter that comes ...



before t	before q
before j	before c

Suggested Activities For 'Grandma'

- Discuss grandparents and family relationships. Chart children's sentences about grandparents to reinforce vocabulary.
- Invite grandparents into the room for afternoon tea. The class can design and produce an invitation. Use a cooking session to make a simple afternoon tea. Ask grandparents to talk about school in their day.
- Make a big book which tells of children's favourite times with grandparents.
- Make individual concertina books in which children write about the things that make their grandparents special.
- Construct and interpret a graph which shows number of members in children's family.
- Play card games such as Tic Tac Toe using cards with words or letter patterns from the story.

sleep		
keep		
dolly	hop	feel

Player A writes words with 'e' as in sleep onto the grid.

Player B uses a different coloured pencil to write 'o' words as in dolly onto the grid.

(The aim of the game is to have 3 words in a row - down, across or diagonally.)

- Discuss the nature of surprises. Chart children's responses.
- Model a writing session in which children record the instructions for playing a game. When completed, give children the opportunity to follow the instructions and discuss their results. Start with simple games.

Grandma



Grandma came to stay at our house yesterday.
She kissed and hugged and squeezed me tight.

I helped Grandma unpack her case.
My little brother just got in the way.

Grandma brought me a big dolly and a book.
Mum says that Grandma spoils me.
Grandma says, "That's what Grandmas are for."

Grandma is sleeping in my room in my bed.
I'm sleeping in my room on the floor. I don't mind.

Mum and Grandma sit and talk a lot.
Grandma likes to help Mum. She vacuums and hangs out the washing.

Mum keeps on saying, "Don't worry, I feel fine."
Grandma says, "That's what Mums are for."

Every morning Grandma
does my hair.
Sometimes she plaits it,
sometimes she piles it up on
my head in a bun.
Grandma's hands are old
and wrinkled but she pulls
my hair tight and smooth.




Name:


Grandma




Word Sort

Read the story carefully. Find all the words with the 'e' sound in them. Put them in the correct list.

me 

sleep 

dolly 

Can you think of other words with 'e' in them?
Write them in the lists.

Can you think of another 'e' pattern?

.....

