



Ages 7 - 9 years



Basic Language Skills

Book 1

Aligned with the
Australian National Curriculum



The Magic Pin



Wombats

Text based activities to develop reading, writing and grammatical skills.



Sally's Game



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Teachers' Notes

The Basic Language Skills Series is designed to provide teachers with activities to develop children's reading and writing skills.

Writing is all about communication. Poor writing skills means ineffectual communication, which is why this book series has, as one of its main objectives, the development of some basic writing skills. The second main objective of this series of books is to develop children's reading skills. Poor reading skills means inadequate comprehension skills and affects children's knowledge of the world in which they live.

Basic Language Skills Book 1 uses one non-fiction text and two fictional texts to develop children's skills. Children are asked to construct a range of text types based on the texts provided. This allows them to understand that writing is different depending on the purposes of texts and provides them with the opportunity to practise writing in different ways.

Newspaper reports, short paragraphs, letters, summaries, acrostic poems, diary entries and the endings of texts are just some of the different forms of writing that the children will be asked to create.

Students will also be asked to pay particular attention to correct grammar when writing. Sections on capital letters, contractions, apostrophes, speech marks, nouns, full stops, question marks, commas, nouns, adjectives, verbs and homophones are also included.

Specific activities have been designed to help students read the texts closely and understand the information and the way that it is organised.

Students are given the opportunity to locate key words in the texts, organise key events, fill in missing parts of the texts, look at the characters and their personalities carefully, quote from the texts to support key ideas, retell parts of the story and correct incorrect information about the texts. These activities provide the students with strategies to read and understand information and narratives.

Basic Language Skills Books 2 and 3 are also available for purchase.

Sally's First Game

Paragraph 1

Sally Dixon jumped out of her warm bed early Saturday morning and ran quickly to the window.

Yes, the sun was shining brightly, even at this hour, and the sky showed blue between the branches of the trees growing in the backyard.

"I can't wait!" Sally said to herself. "My first game of netball for the school team, even though I am a replacement for Rebecca who is sick."

Paragraph 2

Later that morning Sally's mum went with her to the shops to buy some new shoes for the big game. As they entered the shoe store Mrs Johnson from the next street spoke to Mrs Dixon. "I hear Sally's playing today," she called. "I suppose somebody has to fill in for my Becky."

"Oh great," Sally muttered to herself. "Let everyone know I'm only a replacement. Is that all they think of me?"

Paragraph 3

As Sally tried on her new shoes, she remembered games at school the previous week and how she was the last to be selected.

"You can have Sally," one captain said.

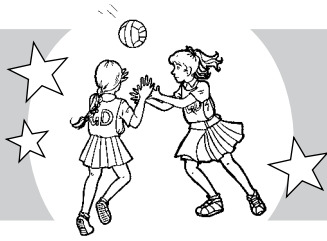
"But I'd rather have Tanya!" the other argued as Sally stood by quietly.

"I'll show them," she promised herself. "I know I will."

Paragraph 4

Sally started to feel very nervous as the match's starting time neared. She had really looked forward to the match but Mrs Johnson's careless comments had ruined it for her.

And it didn't get any better when the Dixon's car pulled into the car park at the Parkville Netball Centre.



Sally's First Game

Presenting Evidence

**Read "Sally's First Game" on pages 6–7 to help you with these activities.*

Quote from the text to support each statement.

Refer back to the story to help you.

Statement 1

Mrs Dixon supports Sally.

Evidence: _____

Statement 2

Sally isn't an outstanding person.

Evidence: _____

Statement 3

Mrs Johnson is always considerate of others' feelings.

Evidence: _____

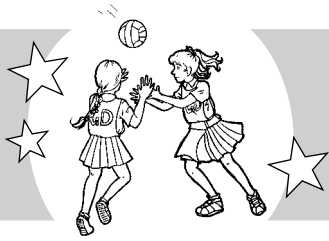
★ Retelling

Retell the story of "Sally's First Game." Imagine you are telling it to a person who hasn't read the story.

Avoid trying to memorize the words. Instead select some key words which you will use to create your own sentences.

**Remember to proofread and edit your writing.*





Apostrophes For Ownership

Apostrophes are used to show ownership.

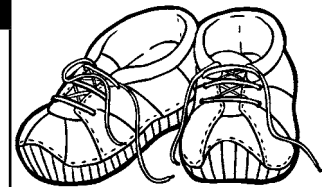
★ Apostrophes 1

In "Sally's First Game" there are many examples of apostrophes used to show ownership. Underline them in blue. List them.

P2 e.g. Sally's mum P4 P4 P4 P6

To understand where to put apostrophes, follow this rule. It works. Look at the example – **Sally's shoes**.

Step 1	Step 2	Step 3
Ask, "Who is the owner?" Sally	What does she own? shoes	Because Sally owns the shoes, add ' to Sally's Sally's



★ Apostrophes 2

Practice the rule using these examples.

	Step 1: Who is the owner?	Step 2: What does he/she own?	Step 3: Add 's
1. Sallys shoes	Sally	shoes	Sally's shoes
2. Rebeccas mother	_____	_____	_____
3. The umpires shirt	_____	_____	_____
4. Mrs Dixons car	_____	_____	_____
5. The teams netball	_____	_____	_____

★ Apostrophes 3

In the examples below there is more than one owner. To show this, add the apostrophe after the s.

	Step 1: Who is the owner?	Step 2: What does he/she own?	Step 3: Add s'
1. the girls uniform	girls	uniform	the girls' uniform
2. those girls laughter	_____	_____	_____
3. the two teams netballs	_____	_____	_____
4. the players efforts	_____	_____	_____
5. all the spectators cheers	_____	_____	_____



Alphabetical Order

★ Alphabetical Order

Arrange each line in alphabetical order.

1. Wombat, koala, kangaroo, burrow, forest

2. Furry, grey, pointed, hairy, tough

3. Scamper, carries, survive, compare, digging

4. Weight, animals, colour, valley, area

With a partner use the back of this sheet to find out how many of the above words you can both spell.

★ Opposites

Circle the word that is opposite in meaning to the word in bold.

- 1. **Young** baby old new
- 2. **Close** near away distant
- 3. **Common** rare same many
- 4. **Danger** beware safety fear
- 5. **Powerful** strong energy weak



★ Word Building

Follow the pattern to complete the table. Then explain the rule.

Rule: _____

carry	carries	carried	carrying
hurry			
worry			
scurry			

"Be brave," said others.

"Don't get caught in a cat attack," shouted one very silly mouse.

Paragraph 5

It was a very nervous, but determined Tiny who stuck his trembling nose out of the hole behind the fridge. All clear, he thought, starting off on his 'Ernest hunt'. But just as he stepped forward he caught his sword on the edge of the hole and nearly tugged it out of his belt.

Paragraph 6

"Careful," growled a voice very close to Tiny, which made him jump in the air with surprise.

"Wh.. who's that?" he stuttered.

"Down here," came a voice and Tiny realized that it was coming from the pin he was using as a sword.

"Pins don't speak," he told the pin.

"This one does," replied the pin. "That's because I'm a magic pin sent to fight against grumbling giants, wild wolves and cunning cats."

Paragraph 7

Tiny didn't say anything. All he could do was stare in amazement with his little whiskers twitching.

"Don't believe me, uh?" went on the pin. "Well explain to me how a little boy called Jack could beat up a giant, or how three weak pigs could make mince meat out of a big, bad wolf. I was there old son. I helped them in their quests, just like I'll help you."

"You've got no legs," Tiny argued. "How can you chase Ernest?"

"You just get me there and I'll do the rest. Now, you've got some cat food haven't you? Good, this is what we'll do...."

