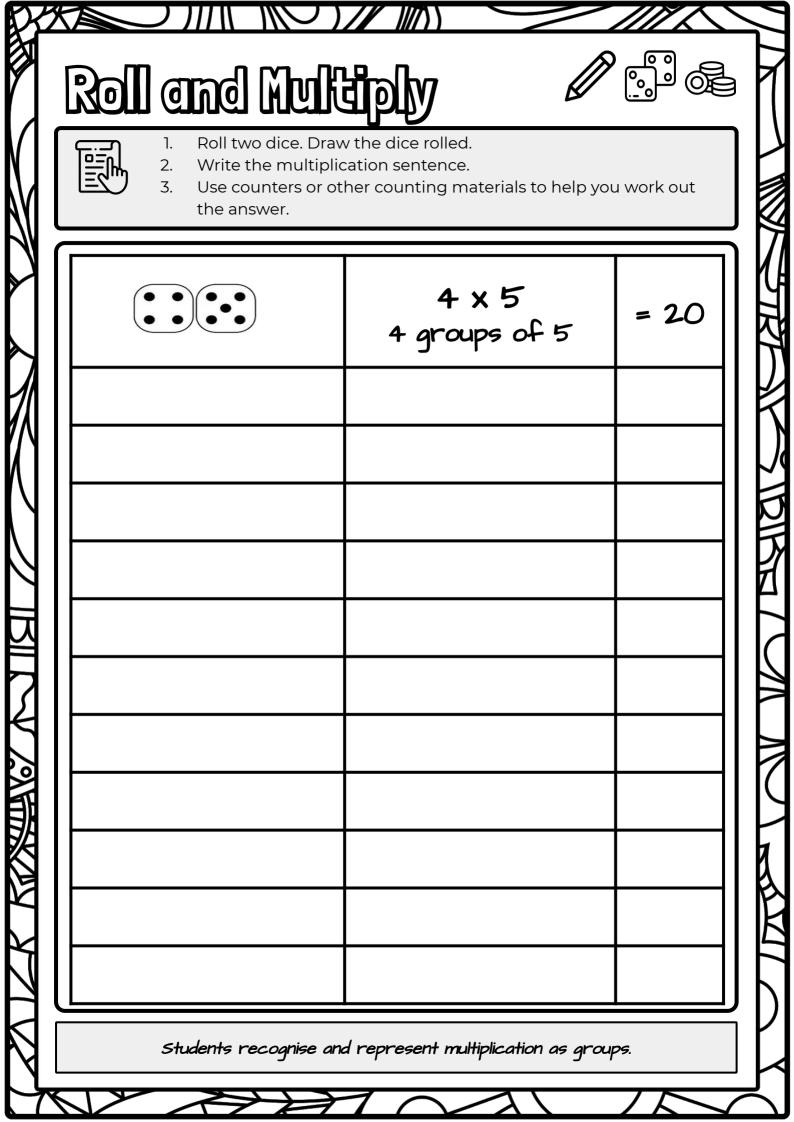


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		nimals (Facts		Ø
		Think about a book y TV show you've viewe about animals in ger	ed about animals. `	Your response can b	be
	What	are some of the thing	gs you've learnt at	oout animals?	
$\left(\right)$					
	What anima	have you experience lls?	d in your life that	helps you understa	and
ZK					
		Students respond	l personally to inform	ative texts.	

K

iysi	ery Animal 🖉 🖟
1. 2. 3.	Choose an animal and write some information about it. Hide the answer and picture by folding the paper over. Give the clues for someone to guess your mystery animal from reading information in the 'I have' and 'I can' sections.
l have	
l can	
What am I?	,
	along this line to hide picture and answer.
	along this line to hide picture and answer.
Fold back	along this line to hide picture and answer.
Fold back	along this line to hide picture and answer.
Fold back	along this line to hide picture and answer.
Fold back	along this line to hide picture and answer.

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•	e of yourself and describe what you could do o le to do at each stage of your life.
	When I was a baby
 	When I was a toddler
	Now I am a child
	When I am a teenager
	When I am an adult

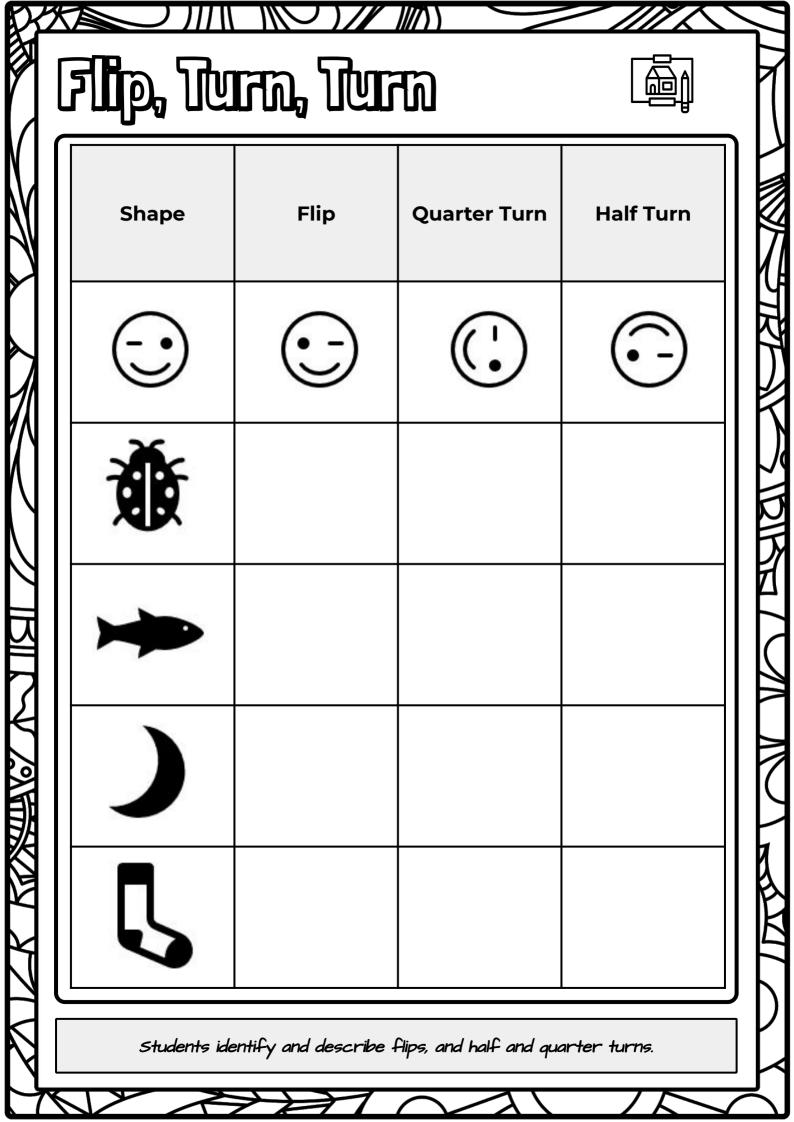


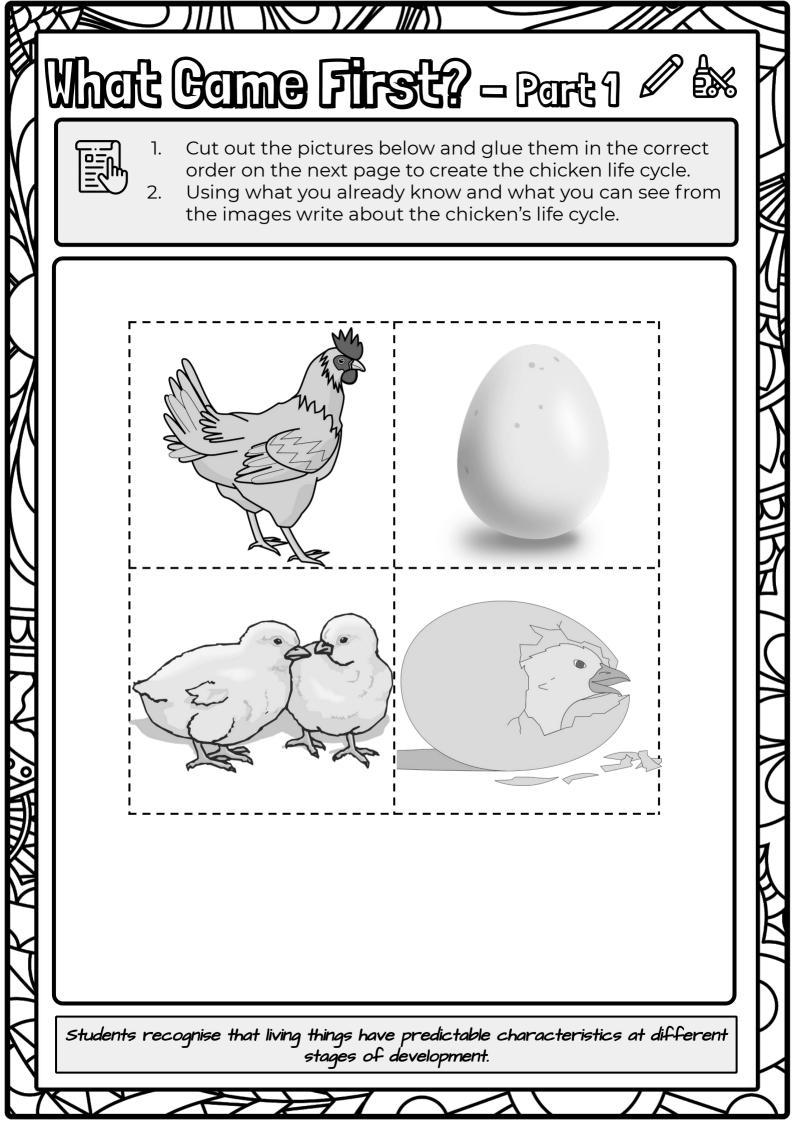
Onomatopoeia Poem

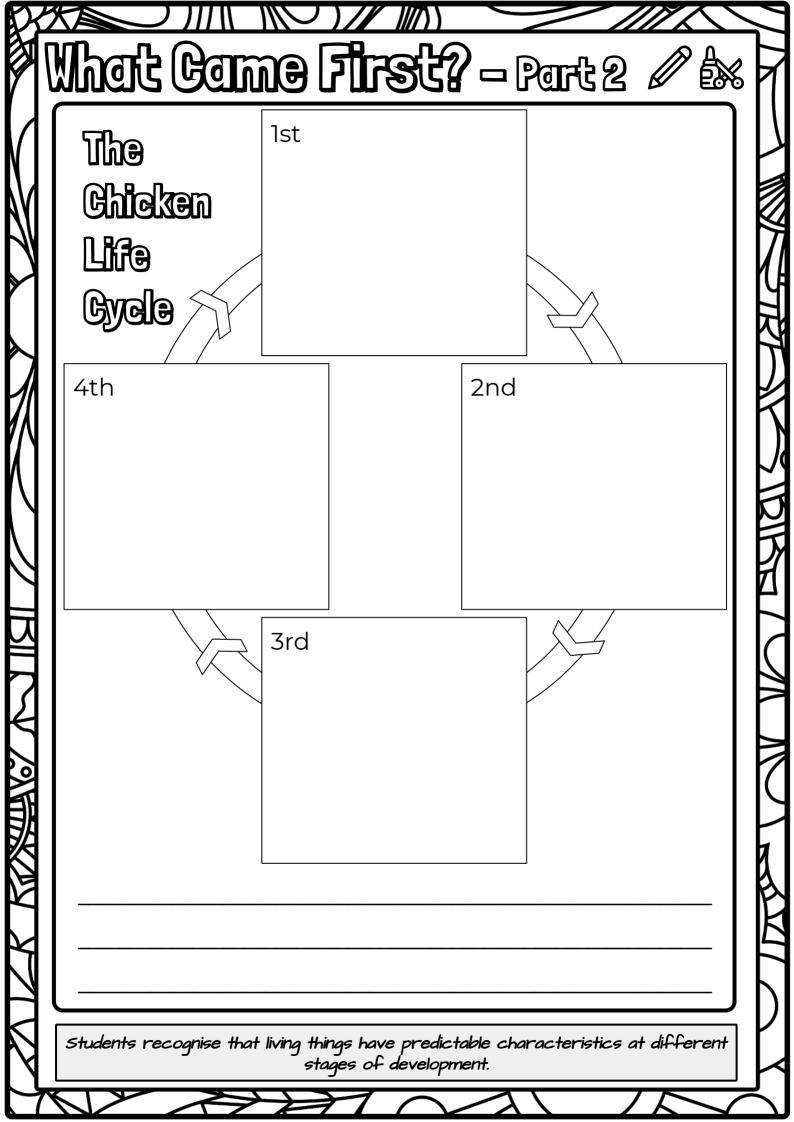
Use some of the onomatopoeia words you found, as well as different ones, to write a poem. Here is an example of a simple pattern for a poem you could follow.

(sentence) (onomatopoeia) (sentence) (onomatopoeia) (sentence) (onomatopoeia) (sentence) I could hear the frogs in the creek croak, croak The mud squished between my toes squelch, squelch Something latched on to my leg ouch! Oh no, a leech!

Students create texts using language devices to make their writing interesting.







Use a book you've read or one you've listened to and complete the questions below.
The character I [like best, admire, dislike the most] is because
What did you learn from one character in the story?
Do any of the characters remind you of someone in your
life?

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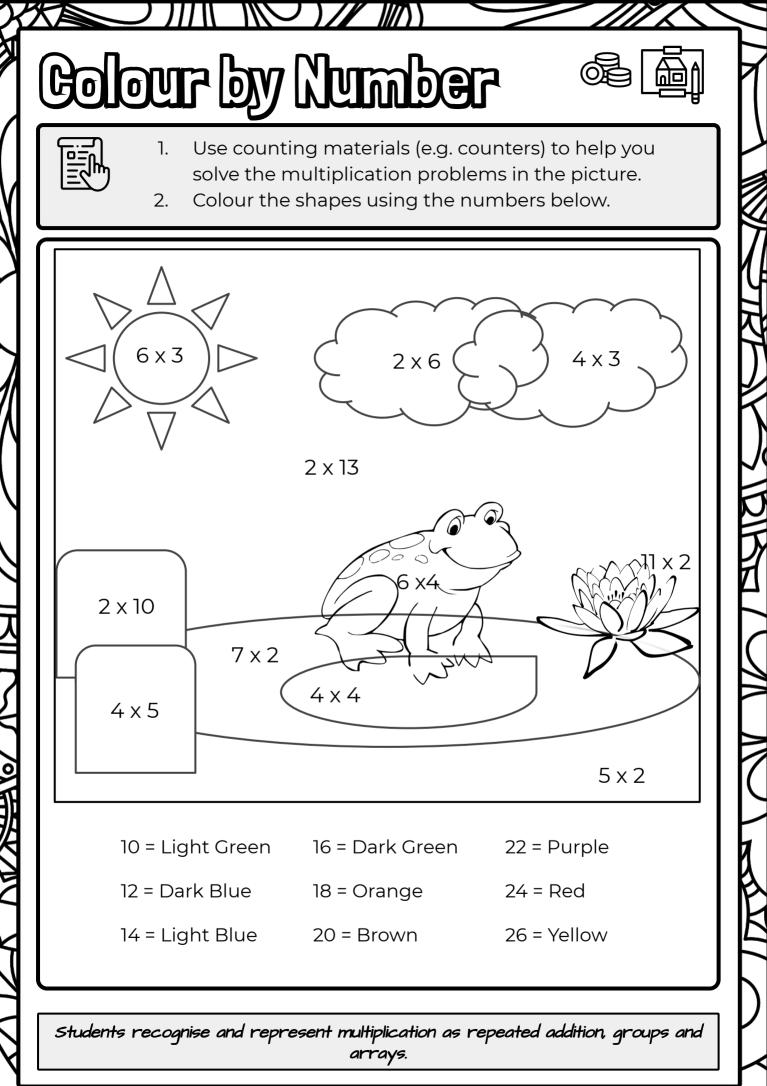
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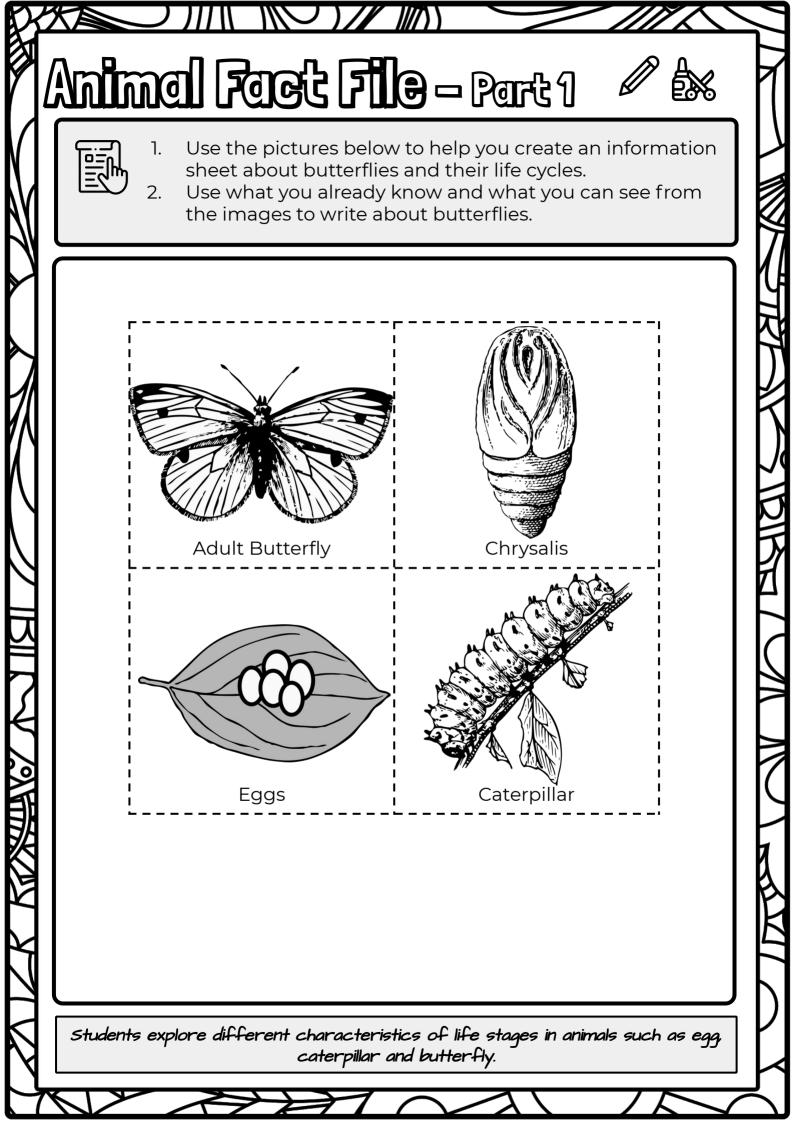
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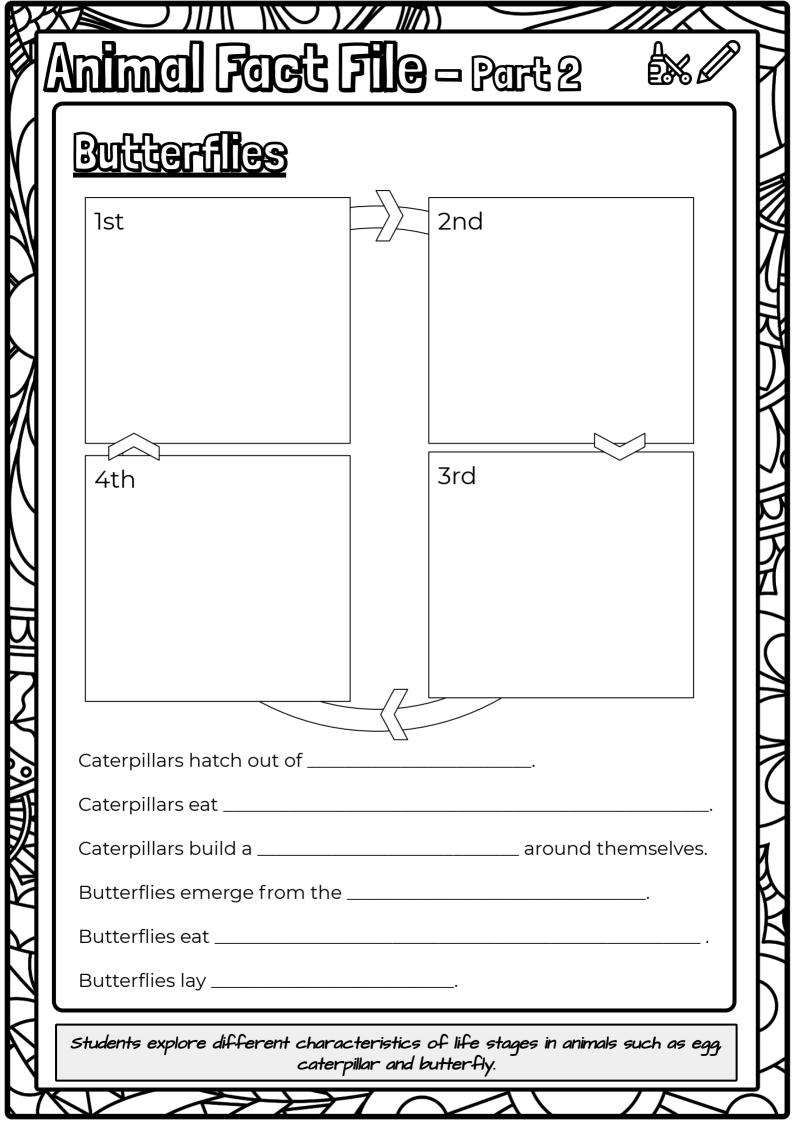
If I could talk to one of the book characters I would ask or say ...

Write a letter to a character in a story you've read or listened to. You can ask them questions in your letter.

		Date:	
Dear			
From			
Studente create tex	ite drawina on their a	own experiences and in	nation



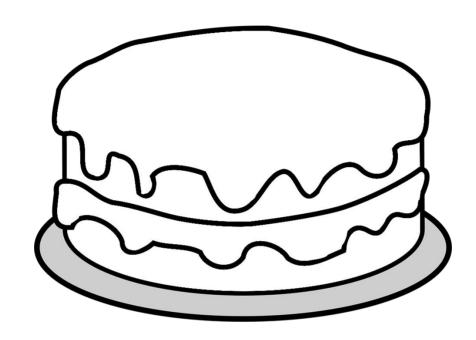




eading Response	
Use a book you've read or one you've listened to and answer the questions below.	
Who is the most interesting character? Why?	
Who is the most important character? Why?	
Are the characters believable? Why or why not?	
	J

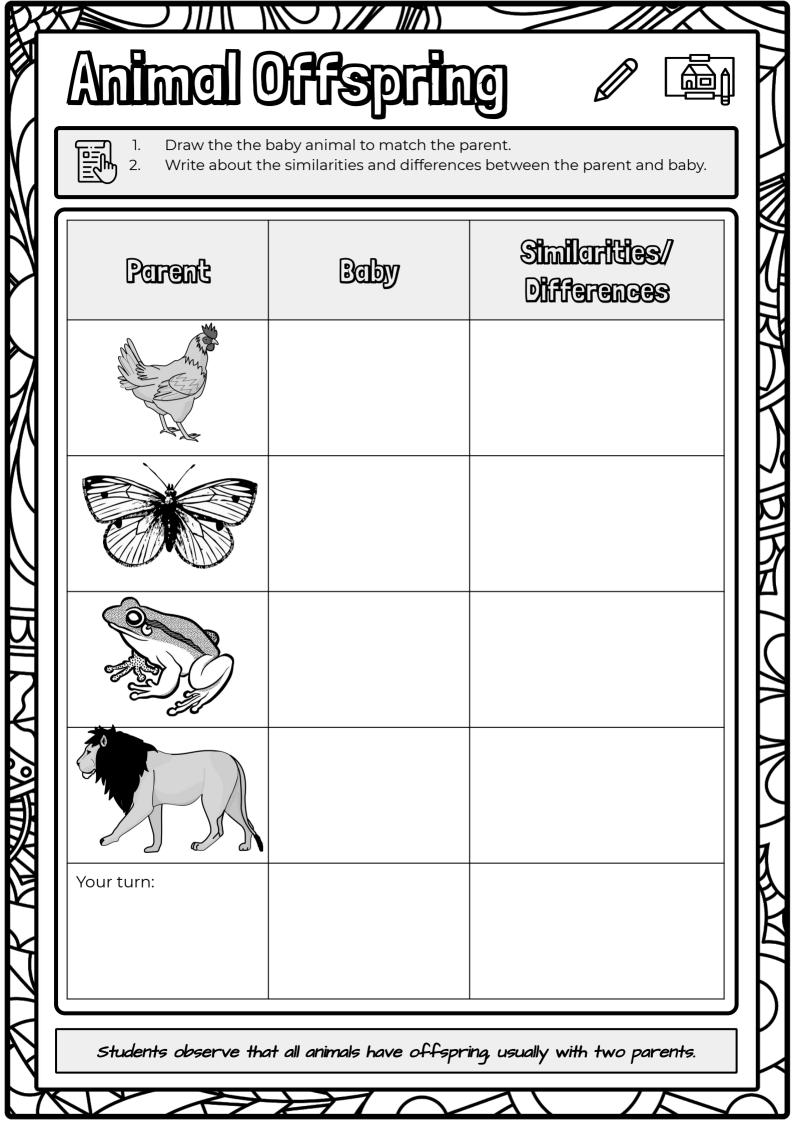
 Choose two characters from a book or movie to compare. Draw a picture of each character and write their name underneath. Think about how they are similar and how they are different. Record your thinking below.
Character 1 Character 2
Similarities
Differences

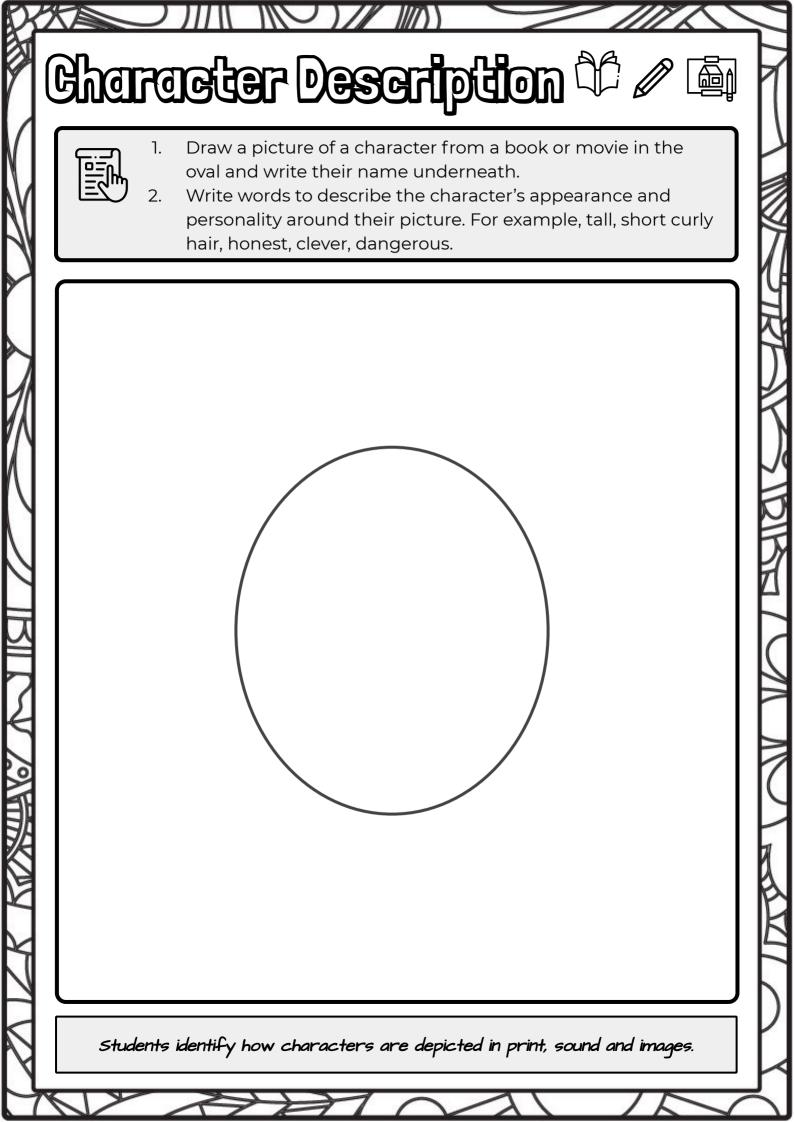
Cake Decorating Directions



- 1. Draw four blue candles on top of the cake.
- 2. Write Happy Birthday above the candles.
- 3. Draw a table underneath the cake.
- 4. Draw a red balloon to the left of the cake.
- 5. Draw a green present to the right of the cake.
- 6. Colour the top of the cake yellow.
- 7. Colour the front of the cake brown.
- 8. Decorate around the cake with stars.

Students identify the relative positions of key features. Students construct arrangements of objects from a set of directions.





Descriptive Sentences



Write you own sentences using the following structure to describe something such as as a friend, pet, favourite playground/outdoor play area, a magical island.

Who/What	<u>What</u>	<u>When, where, why,</u> <u>what</u>
The leaves	are floating	gently to the ground.
The trees	are swaying	in the wind.

Students identify how words within a sentence are structured to communicate meaning and create their own texts.

