



First Choice English

# EASY LEARNING

Word Work &  
Comprehension  
Book 2

**Ages  
6-12**



[www.firstchoiceenglish.com](http://www.firstchoiceenglish.com)

# Word Work Book 2

Thank you for purchasing **Word Work Book 2**. This book is a part of FCE's Easy Learning Series.

The books contain a mixture of fun puzzle activities to practice and support applied phonology, phonics, word building, spelling and vocabulary. These books also teaches grammar and presentation skills and are suitable for young learners of all levels and abilities.

## Tips for teachers

- Find a quiet, comfortable place to work, away from other distractions
- Tackle one topic at a time
- Help the student by reading and explaining instructions
- Encourage the student to check their own answers as they complete each activity.
- Discuss with the student what they have learnt.
- Let the student return to their favourite pages to talk about previous topics more.

Reward the student with plenty of praise and encouragement.

## Special features

- Bold font: Highlights the key words, rules and ideas
- Purple arrows: Lead you to the next activity or leads to a description of what the student should have understood from the topic.

## Spelling a new word

When the student is learning to spell, use the 'Look and say, cover, write, check' method:

- Look at the word and say it out loud.
- Cover it.
- Write it.
- Check it.

## Reading a new word

- Break up the word into smaller parts, for example: cupboard = cup + board.
- Pronounce the word exactly as it is written, for example: Wed- nes-day.
- Break the word up into spate phonemes ( sounds ), for example: sh-ee-p

# Contents

This contents list provides an overview of the learning objectives of each section of the book.

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# Lesson Stages For Teacher

There is no time limit for individual activities to be completed. The activities take as long as the student needs to complete them with a good understanding of the main idea, concept or grammar rule.

Introduce the topic of the day by directing the student's attention to the heading on the page

Read the instructions given and explain to the students. This is often a good time to do some work on the board.

Check that the students understand what the topic is they are going to learn about.

Now ask the student answer a few questions or give a few examples before they begin to work in their books.

Give the students as much assistance as they need while they are doing the activities.

During the course of this book, students are expected to be able to ask and answer questions about the topic that they are studying. Students should be able to make their own sentences using the vocabulary given in each lesson.

Check the students are writing grammatically correct sentences. Help them with basic pronunciation. Students should be made to read their sentences out loud.

It's also a good idea to use the contents page as a checklist. This will be a good reference point if the student makes mistakes that have already been covered in a previous lesson.

# How to complete these Puzzles

- Read the title and the instructions for each activity very carefully.
- For each activity, start with the simplest clues first.
- Crossword and wordsearch clues have numbers at the end of each clue to tell you how many letters are in the word.
- If there is a word bank to refer to, check that your answers are in the list. Cross out the words in the word bank as you complete the clue.
- Use a sharp pencil first ( just incase you need to change your answers).
- When you are sure your answers are correct, write them in pen.
- Use a dictionary if needed.
- After each topic is finished go to the Contents Page and cross of the completed activity

## Useful Words

Remember what these useful words mean.

**Synonym:** The same or similar meaning, for example: *big* - *large*

**Antonym:** The opposite meaning, for example: *big* - *small*

**Anagram:** The word is muddled up, for example: *greal* - *large*

**Informal:** The word is simple or slang, for example: *rabbit* - *bunny*

**Verbs** are action and 'doing' words, for example: *run*, *talk*

**Nouns** are naming words, for example: *pen*, *hat*

**Adjectives** are describing words, for example: *small*, *tall*

**Adverbs** add more information to verbs, for example: *he ran quickly*.

**Phoneme:** A letter or letters that create a single sound when said aloud, for example: *th*, *oo*

**Letter string:** A collection of phonemes, for example: *ell*

**Vowels** are the letters *a, e, i, o* and *u*.

**Consonants** are letters of the alphabet which are not vowels.

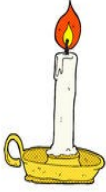
FCE Easy Learning

First Choice English

# Words ending in -le

Some words end in -le.

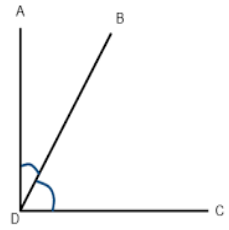
candle



jungle



angle



**Part 1** - Use the -le words in the box to answer the clues.

simple handle rectangle bangle thistle

Another word for bracelet

\_\_\_\_\_

This opens a door

\_\_\_\_\_

A prickly plant

\_\_\_\_\_

The opposite of tricky

\_\_\_\_\_

A shape with four sides

\_\_\_\_\_



**Part 2** - Draw lines to link the rhyming -le words.

candle

tangle

tumble

trouble

twinkle

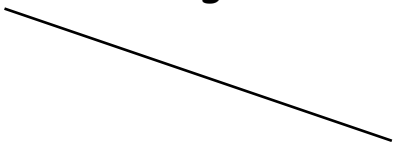
angle

sprinkle

handle

double

jumble



**Part 3** - Write two rhyming words that use each of these -le endings.

- angle

\_\_\_\_\_

\_\_\_\_\_

- umble

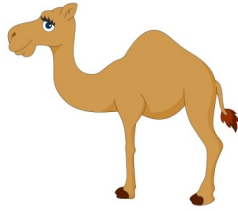
\_\_\_\_\_

\_\_\_\_\_

# Words ending in -el

The **-el** spelling at the end of a word is not as common as **-le**. **-el** is used after letters **m,n,r,s,v,w**.

camel



**Part 1** - Use the words from the box to complete the sentences.

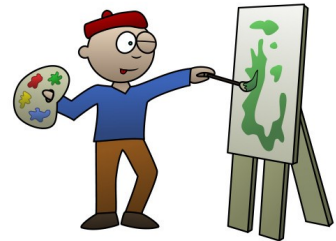
towel   easel   kestrel   kennel

Don't forget to take a \_\_\_\_\_ when you go swimming.

We looked at the artists picture on his \_\_\_\_\_.

The dog went to sleep in its \_\_\_\_\_.

A \_\_\_\_\_ is a bird of prey.



**Part 2** - Write a sentence using each of these words.

travel

---

---

tunnel

---

---

squirrel

---

---

towel

---

---

# Words ending in -al

Lots of adjectives end in -al.

The Morris family had a very special and magical holiday at Disney World.



**Part 1** - Add -al to these words to make adjectives. Write the adjectives.

electric \_\_\_\_\_

fiction \_\_\_\_\_

tropic \_\_\_\_\_

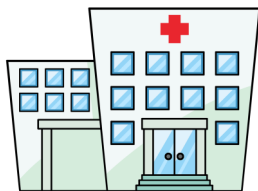
accident \_\_\_\_\_

music \_\_\_\_\_

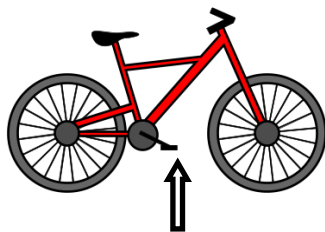
nation \_\_\_\_\_

**Part 2** - Some nouns also end in -al.

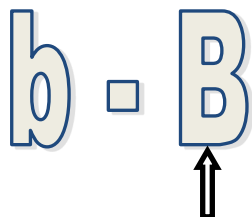
Write the name of each picture using a word that ends in -al.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**Part 3** - Write a sentence using one of the words from above.

---



# Words ending in -il

The -il spelling at the end of a word is not very common.

lentil



fossil



**Part 1** - Solve the clues to complete the crossword puzzle.

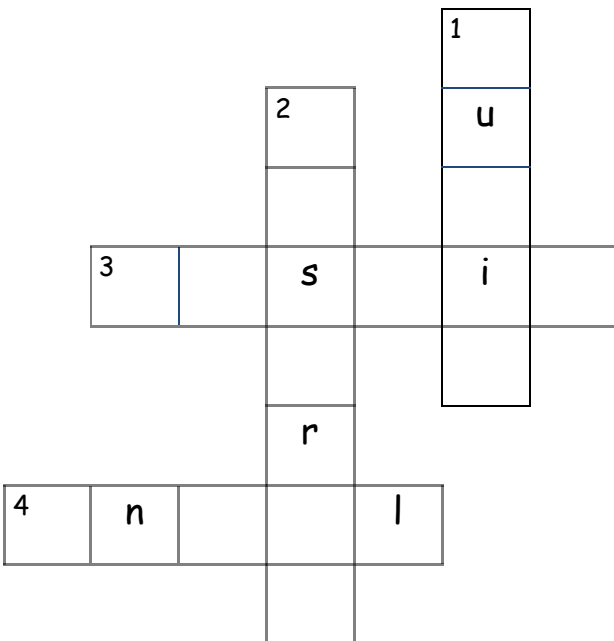
fossil    nostril  
until    pupil

**Down**

1. The \_\_\_\_\_ is the dark spot in the centre of you eye.
2. The \_\_\_\_\_ is part of the nose. We have two of them and we breathe through them.

**Across**

3. A \_\_\_\_\_ is found in rock. It is left over from a plant or animal that lived millions of year ago.
4. "Will you wait for me \_\_\_\_\_ I get back?"



**Part 2** - Add -il to finish these words and then draw a line to the correct picture.

gerb \_\_\_\_\_

daffod \_\_\_\_\_

penc \_\_\_\_\_

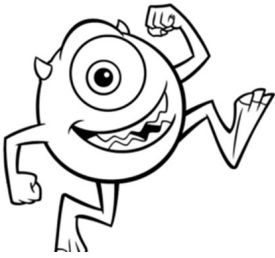


What did the cross-eyed teacher say?

**I can't control my pupils.**

# Words with un and dis

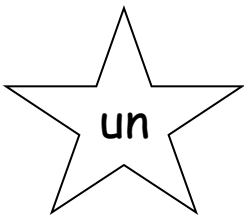
Blend the phonemes to read these sentences.



I am happy, but he is **un**happy

I like jam but I **dis**like butter

Can you see that the words *happy* and *like* have **un** and **dis** in front of them? The letter strings **un** and **dis** make the words mean the opposite. Add **un** and **dis** to these words and write them on the lines.



dress

\_\_\_\_\_

tie

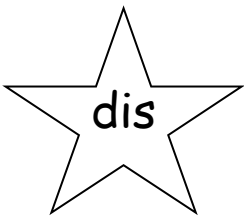
\_\_\_\_\_

lock

\_\_\_\_\_

kind

\_\_\_\_\_



cover

\_\_\_\_\_

agree

\_\_\_\_\_

appear

\_\_\_\_\_

Circle the correct words in these sentences.

1. I **undress** / **unkind** when I have a bath.
2. To take off my shoes I **unlock** / **untie** the laces.
3. We **unhappy** / **unlock** the door to get in.
4. The ugly sisters were **unkind** / **untie** to Cinderella.
5. The aliens wanted to **disagree** / **discover** new planets.
6. My sister and I always **disagree** / **disappear**.

# The suffixes FUL and LESS

The suffixes **ful** and **less** can make words have opposite meanings, for example, **careful** - **careless**. Remember that **ful** ends in one **l** and **less** ends in **ss**.

Unjumble the anagrams in the planets to make words that end in **ful**. Write your words in the empty rockets.

A word for hurting.

Handy and helpful

Smiling and happy

A word for crying

u a  
p i f  
n l

u  
f u l  
e s

l e  
h r c  
e f u

a u  
t e l  
r f

Unjumble the anagrams in the stars to make words that end in **less**. Write your words in the empty rockets.

With no marks

Unable to chew

Making mistakes

Not hurting anyone

p o t  
s s s  
l e

s t o  
l s t  
o e h

r s a  
l c e  
e s

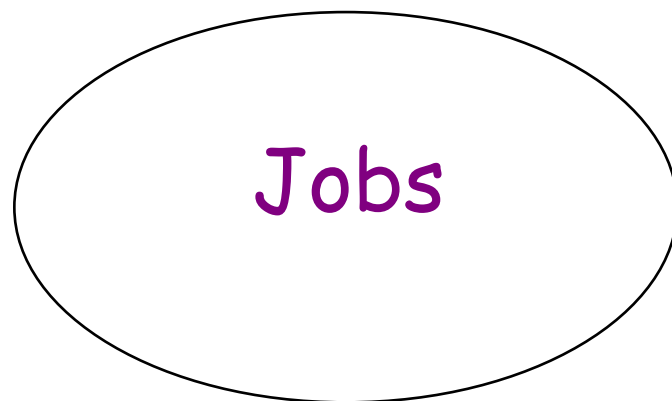
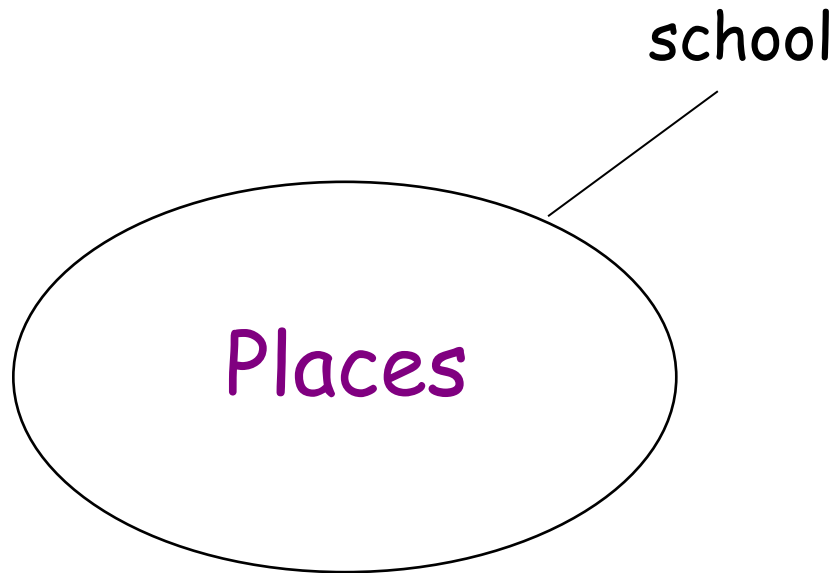
h a l  
r e s  
m s

## Session 1

**Essential Question:** What jobs need to be done in the community?

### Brainstorm

Think about the questions above. Discuss with your teachers and brainstorm some ideas.



## Session 1

Essential Question: What jobs need to be done in the community?

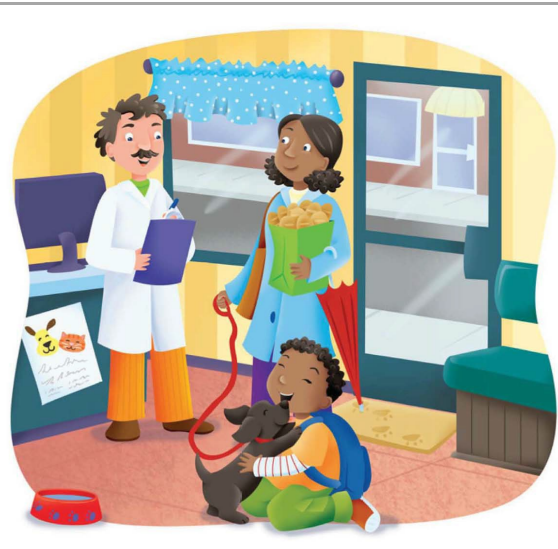
### Reading



Ben and his mum head to town. It is a big trip and there is a lot to see. Ben and Mum will get on the bus. The driver stops on this block. Good job!



Ben and mum can not cross yet. Stop! Stop! She can help them. Big job! Ben and his mum walk past. Six men use drills to fix cracks. It will look new again. Wet job!



Ben and his mum step in for bread. Ben sniffs. It smells good. Mum gets ten. Hot job! Ben and mum get Jet. Jet licks Ben. The vet helped Jet get well quick. Pet job!



Ben and mum stop for books. Ben can get help from Miss Glenn. Glad job! What did Ben get? What has he read? Ben read books on jobs. Good job Ben!

### Vocabulary

again  
use

help  
driver

new  
baker

there  
vet



## Session 1 Good job Ben!


Why is there a story?

(What is the trigger, the event that starts the story, the problem?)

There is a story because...

---

---

The ingredients	The name	Powerful descriptive words and
The characters are...  		
The story is set in ...		

What happens at the start of the story?

The story starts with ...

---

---

---

...action involving... (which character/s?)	
...a conversation between...(who?) talking about...(what?)	

In the middle of the story, the characters try to .....



1<sup>st</sup>

2<sup>nd</sup>

3<sup>rd</sup>

What happens at the end of the story?  
The story ends with ...

---

---

What did you think of the story?

---

---

Score out of 10

—  
10



## Session 1 Homework

What jobs need to be done in the community?

The story is called ..

---

---

The story is about..

---

---

**Essential Question:**

1. Who drives a bus?

---

2. Who bakes bread?

---

3. Who helps sick animals?

---

4. Who works in a library?

---

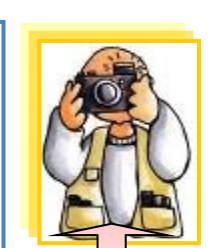
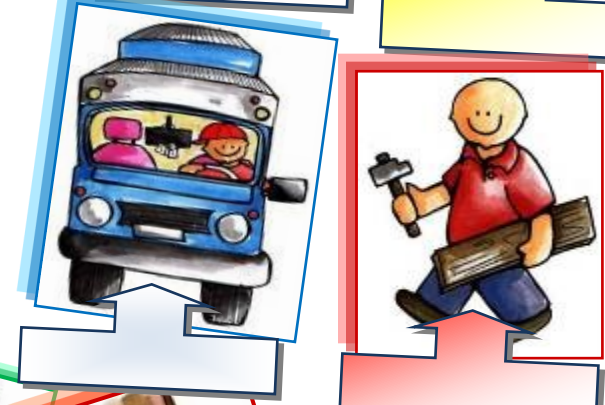
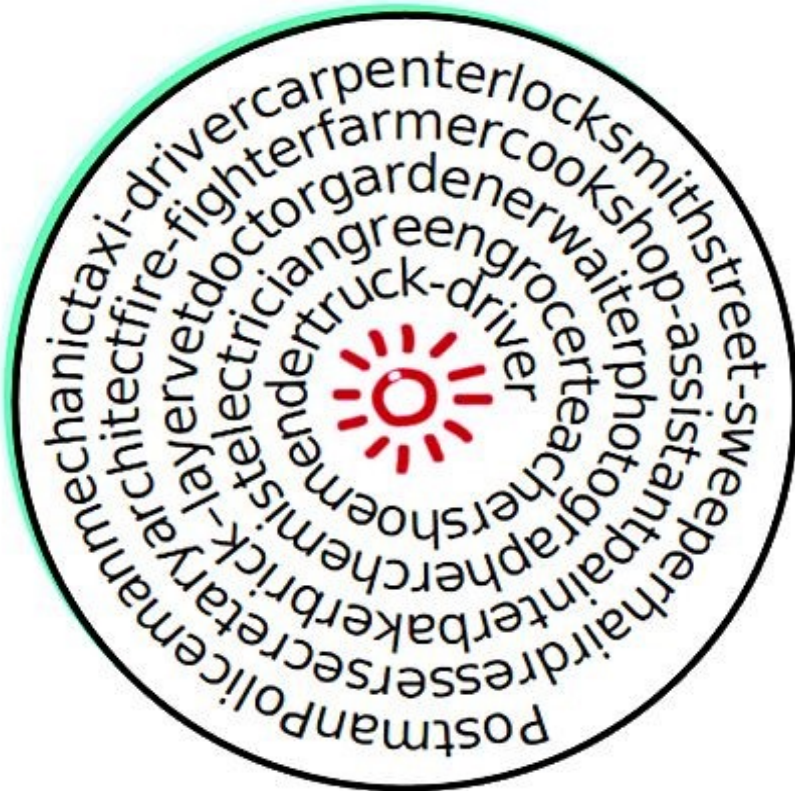
5. What's your job?

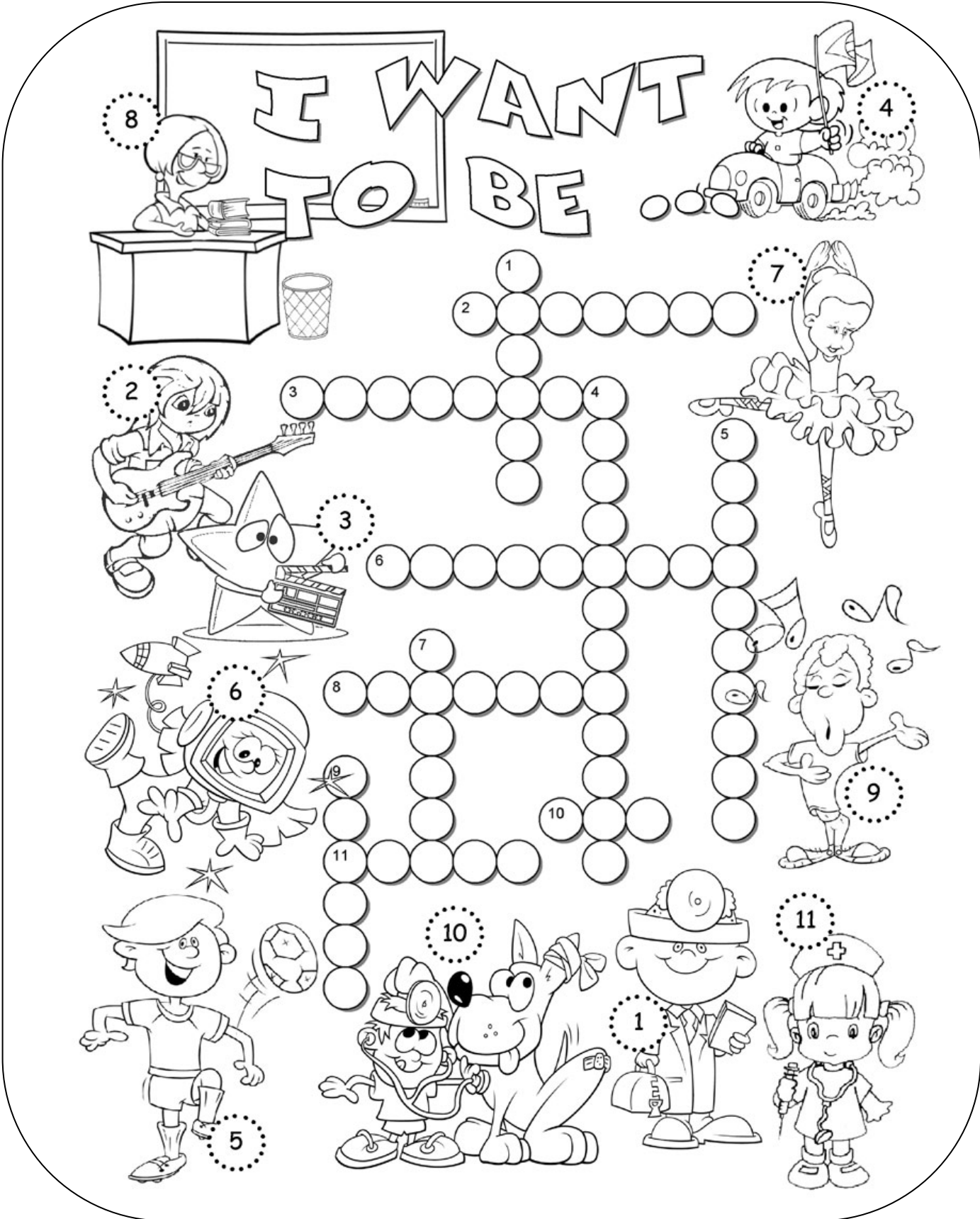
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Draw a picture of the story

# JOB

Find the words and write them under the right picture. There are some extra professions among the words!!

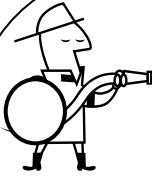




doctor popstar filmstar racingdriver astronaut  
 teacher dancer singer nurse vet footballer

Make a sentences below using at least one of the jobs from the crossword.

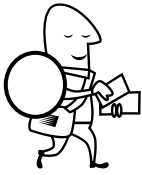
Write what these people are



1. I teach children at school.  
I am a teacher.



2. I work on a car.  
I am \_\_\_\_\_.



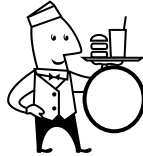
3. I help people to cross the street.  
I am \_\_\_\_\_.



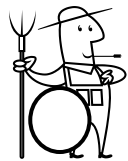
4. I look after sick people.  
I am \_\_\_\_\_.



5. I cut people's hair.  
I am \_\_\_\_\_.



6. I look after farm animals.  
I am \_\_\_\_\_.



7. I bring letters to people.  
I am \_\_\_\_\_.

8. I carry food from the kitchen.  
I am \_\_\_\_\_.



9. I fight fires.  
I am \_\_\_\_\_.

Read and complete the sentences.  
Use the words from the box.

help looks makes  
teach work are  
helps grows

People Who Work for Us

Every day people \_\_\_\_\_ for us. They \_\_\_\_\_ our helpers. A farmer \_\_\_\_\_ us to have good things to eat. He \_\_\_\_\_ all kinds of vegetables for us. A baker \_\_\_\_\_ bread for us. A police- men \_\_\_\_\_ after the traffic. Doc- tors \_\_\_\_\_ us when we are ill. Teachers \_\_\_\_\_ us many in- teresting things.

Complete the sentences. Use the words from the box. Match the pictures with the correct sentences

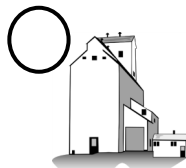
at the hospital    on the farm  
at school    at the factory

1. Silvia is a teacher. She works  
\_\_\_\_\_



2. My father is a doctor. He works  
\_\_\_\_\_

3. His uncle and aunt are farmers. They work  
\_\_\_\_\_



4. Mark and Bob are workers. They work  
\_\_\_\_\_



Answer the questions below. Talk about your- self and your family.

1. What does your father do?  
He is a \_\_\_\_\_

2. What does your mother do?  
She is a \_\_\_\_\_

3. What job do you want when you are older?  
I want to be a \_\_\_\_\_  
or a \_\_\_\_\_  
Because \_\_\_\_\_

4. What job wouldn't you like when you are old- er?  
I wouldn't like to be a \_\_\_\_\_  
or a \_\_\_\_\_  
Because \_\_\_\_\_

# What is their job?

1

When people don't feel well they come to me. I'm a ...

- A) dentist
- B) judge
- C) doctor



2

People hire me when they have legal problems. I'm a ...

- A) lawyer
- B) teacher
- C) librarian



3

I fix people's cars. I'm a ...

- A) painter
- B) mechanic
- C) pilot



4

I write articles for a newspaper. I'm a ...

- A) sales person
- B) police officer
- C) journalist



5

I serve food and drinks at a restaurant. I'm a ...

- A) cook
- B) cashier
- C) waiter



6

I work in a school and have a lot of students. I'm a ...

- A) priest
- B) teacher
- C) soldier



7

I make plans for buildings. I'm an ...

- A) architect
- B) author
- C) actor



8

I can handle guns and am in the army. I'm a ...

- A) police officer
- B) soldier
- C) butcher



9

When people need spiritual advice they come to me. I'm a ...

- A) priest
- B) Postman
- C) writer



10

People call me when there is a fire. I'm a ...

- A) firefighter
- B) pilot
- C) farmer



11

I deliver people's mail. I'm a ...

- A) politician
- B) salesperson
- C) postman



12

You can count on me to fly you anywhere. I'm a ...

- A) pilot
- B) farmer
- C) athlete

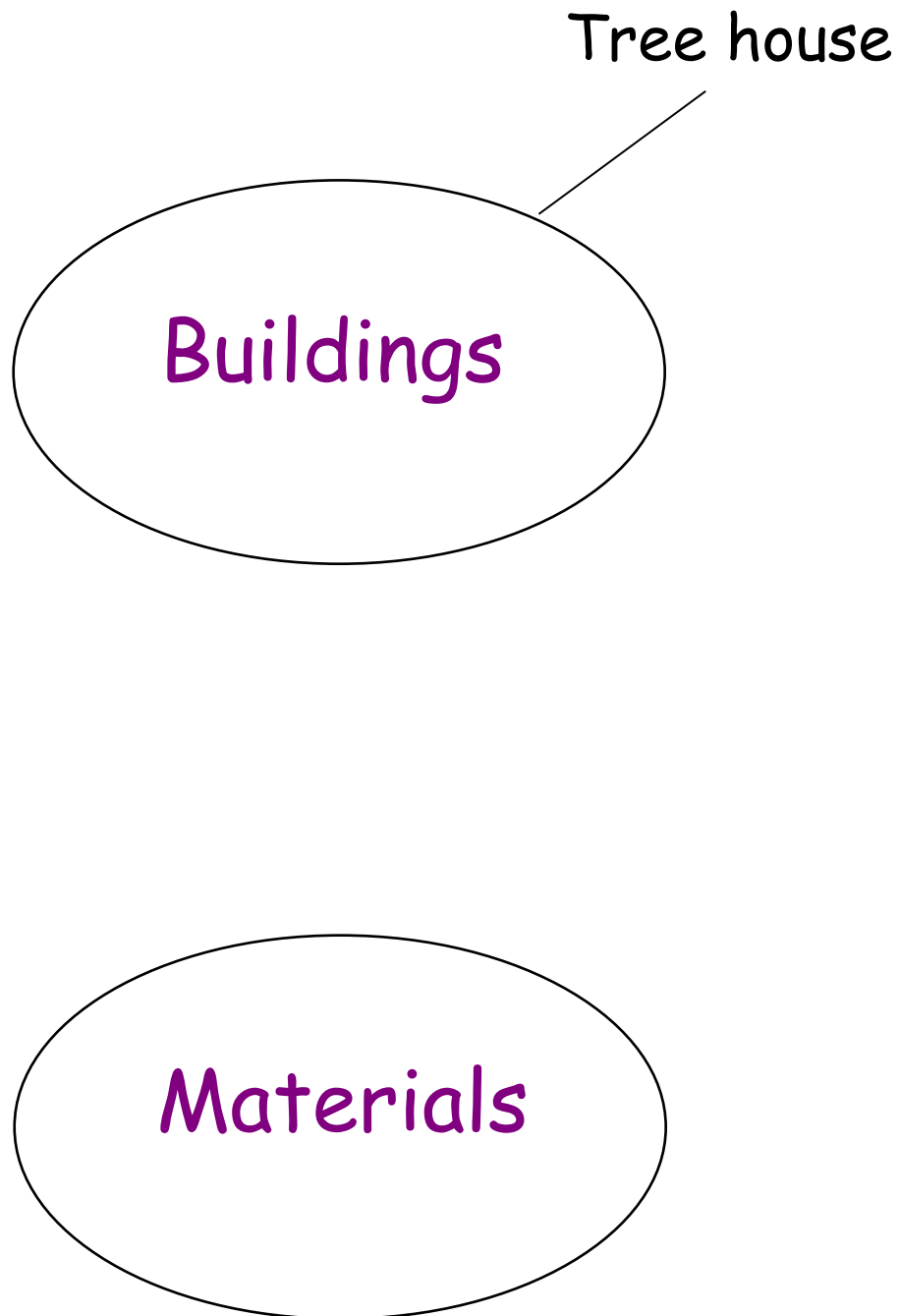


## Session 2

**Essential Question:** What buildings do you know? What are they made of?

### Brainstorm

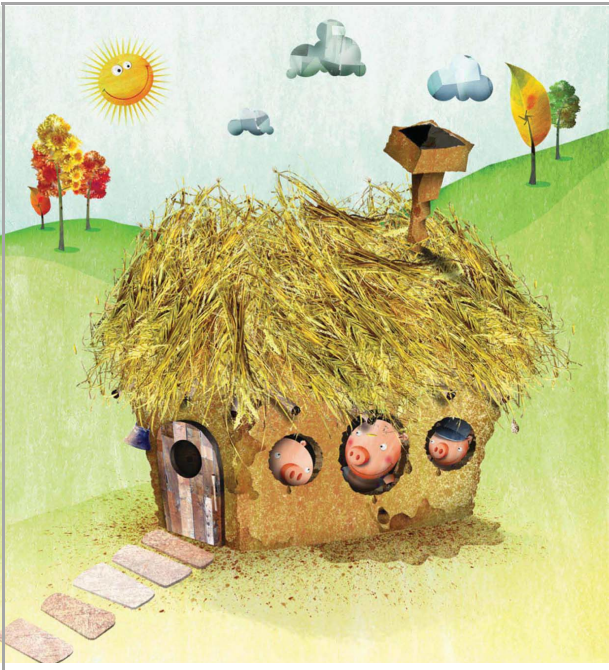
Think about the questions above. Discuss with your teachers and brainstorm some ideas.



## Session 2

**Essential Question:** Essential Question: What buildings do you know? What are they made of?

### Reading



Three pigs lived in a mud hut. "It's a big mess," said pig one. " But pigs like a mess," said pig two. " Mud is fun!" yelled pig three. "Get this!" yelled pig one. She tossed mud to pig two. "Mud is fun!" yelled pig three.



The bell rang. " Little pigs, pigs, pigs let me in." "It is a big bad wolf!" said pig one. " We can not let you in," yelled the pigs. " You will eat us up." "Then I will huff and puff," the wolf yelled back. He huffed, huffed, huffed. He puffed, puffed, puffed. "Yuk!" said the wolf. " I can not huff in mud." "I can not puff in mud."



He rang the bell again. "Pigs, pigs, pigs let me in!" he yelled. "We will not let you in!" The pigs yelled back. Then I will kick, kick, kick said the wolf. He kicked, kicked, kicked. The hut fell in! "Yuck!" said the wolf. "I can not look at this mud." "You pigs are a big mess!" "Yes!" yelled the pigs. "Pigs like a mess!"



"But I do not!" yelled the wolf. "I must get this mud off. Good-bye pigs." "Let's make a hut," said Pig One. "We could use bricks," said Pig Two. "We could use sticks," said Pig Three. "We will use mud," said Pig One. "Mud is good!" yelled Pig Two. "Mud is fun!" yelled Pig Three. "Yuck!" said the wolf.

### Vocabulary

three  
could

lived  
hut

one  
mud

then  
bricks





## Session 2

### The Pigs, the Wolf and the mud


Why is there a story?

(What is the trigger, the event that starts the story, the problem?)

There is a story because...

---

---

<b>The ingredients</b>	<b>The name</b>	<b>Powerful descriptive words and</b>
The characters are...  		
The story is set in ...		

What happens at the start of the story?

The story starts with ...

---

---

---

...action involving... (which character/s?)	
...a conversation between...(who?) talking about...(what?)	

In the middle of the story, the characters try to .....



1<sup>st</sup>

2<sup>nd</sup>

3<sup>rd</sup>

What happens at the end of the story?

The story ends with ...

---

---

---

What did you think of the story?

---

---

---

Score out of 10

\_\_\_\_\_  
10

## Session 2 Homework

Essential Question: What buildings do you know? What are they made of?

The story is called ..

---

---

The story is about..

---

---

**Essential Question:**

1. What building do you live in? \_\_\_\_\_
2. What do the pigs live in? \_\_\_\_\_
3. Who knocked on the door? \_\_\_\_\_
4. Did the pigs open the door? \_\_\_\_\_
5. What would you use to build a house? \_\_\_\_\_

Draw a picture of the story

# HOMES



# BUILDINGS

Use the vocabulary in the box to complete the crossword below.

skyscraper

candy house

pyramid

lighthouse

igloo

castle

haunted house

hut

1

2

3

4

5

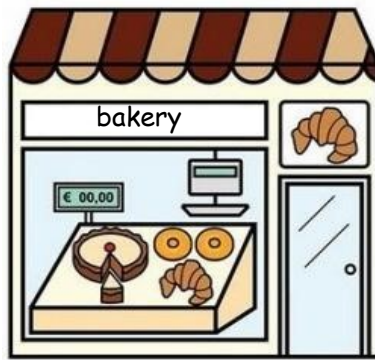
6

7

8

Make a sentences below using one of the buildings from the crossword.

# Where can I buy ...?



Where can I buy some medicine?  
At the \_\_\_\_\_.

Where can I buy a pair of glasses?  
At the \_\_\_\_\_.

Where can I buy some roses?  
At the \_\_\_\_\_.

Where can I buy a shirt?  
At the \_\_\_\_\_.

Where can I buy a hammer?  
At the \_\_\_\_\_.



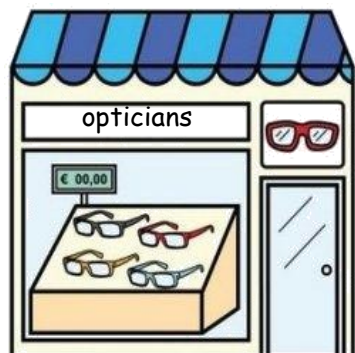
Where can I buy some candy?  
At the \_\_\_\_\_.

Where can I buy some bread?  
At the \_\_\_\_\_.

Where can I buy a ring?  
At the \_\_\_\_\_.

Where can I get a haircut?  
At the \_\_\_\_\_.

Where can I buy a pair of shoes?  
At the \_\_\_\_\_.



Where can I buy a cake?  
At the \_\_\_\_\_.

Where can I buy a t-shirt?  
At the \_\_\_\_\_.

Where can I buy a bracelet?  
At the \_\_\_\_\_.

Where can I buy a pair of slippers?  
At the \_\_\_\_\_.



# Types of Houses



a cave



an igloo



a tent



a detached house



haunted house



an apartment block



a log cabin



a bungalow



A mansion

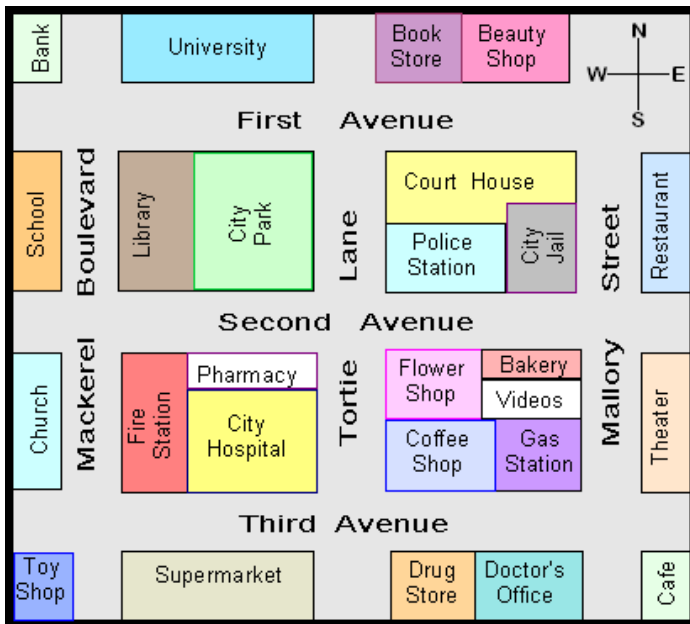
1. A house made of ice and blocks is an \_\_\_\_\_.
2. A house visited by ghosts is a \_\_\_\_\_.
3. A building made of cloth used for camping \_\_\_\_\_.
4. A large building divided into apartments \_\_\_\_\_.
5. A natural hole in the side of a cliff or hill \_\_\_\_\_.
6. A house that is not joined to another building \_\_\_\_\_.
7. A small house made of logs \_\_\_\_\_.
8. A small house that is all on the ground level \_\_\_\_\_.
9. A very large house for rich people \_\_\_\_\_.

Write a sentence using one on the buildings from above.

# GIVING DIRECTIONS



Look at the map below and complete the sentences with the correct preposition



next to – opposite - on the corner of - between

1. The hospital is \_\_\_\_\_ the supermarket.
2. The book store is \_\_\_\_\_ the beauty shop.
3. The gas station is \_\_\_\_\_ Mallory Street.
4. The church is \_\_\_\_\_ the Toy shop and the School.

Match the boxes and fill in the table with the correct letter.

1. doctor and nurse
2. student and teacher
3. dolls and balloons
4. bread
5. a lot of books
6. money
7. hamburger and coke
8. flowers and seeds

- a. florist
- b. bookshop
- c. school
- d. restaurant
- e. bank
- f. hospital
- g. bakery
- h. toy shop

1	
2	
3	
4	
5	
6	
7	
8	

Look at the map and finish the answers below.

A: Where is the school?

B: The school is \_\_\_\_\_

A: Where is the toy shop?

B: The toy shop is \_\_\_\_\_

A: Is there a supermarket on third avenue?

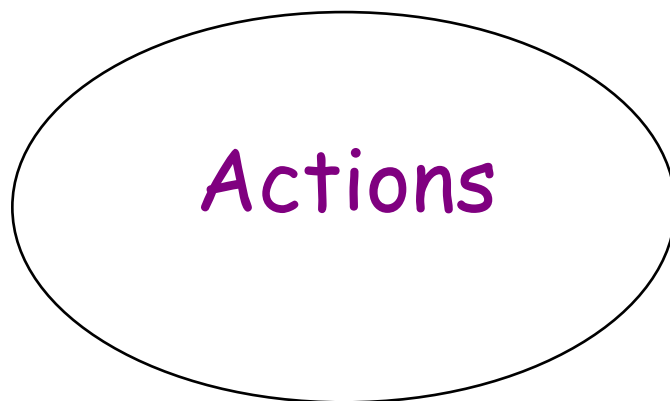
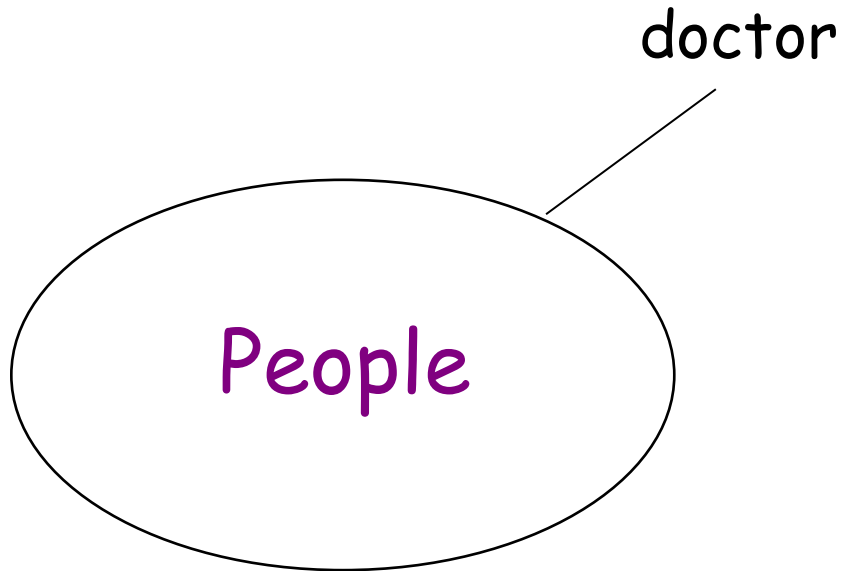
B: \_\_\_\_\_

## Session 3

**Essential Question:** How do people help in the community?

### Brainstorm

Think about the questions above. Discuss with your teachers and brainstorm some ideas.





## Session 3

Essential Question: How do people help in the community?

### Reading



Nell liked to read. She liked it a lot. Nell could sit and read all day long. "Will you play with us, Nell?" called cat and dog. "Shhh!" said Nell. "I am reading." "Will you shop with me, Nell?" asked Pig. "Shhh!" said Nell. "This is good!" "That Nell is no fun at all," said Dog. "She just reads", said Cat. "She will not do a thing!"



Then one day it rained. Dog and cat set up a tent. Pig got dressed up for fun. "This is good," said dog. "Yes!" said pig and cat. It rained the next day too. "We want to go out, said Dog." "We are sick of tents and dressing up," said Pig and Cat. Nell went to her shelf. "Here Dog," she said. "I think you will like this." "Really?" said Dog. "This will be fun for Pig," said Nell. "Cat, you will like this a lot." "Ick!" said Cat and Pig. "Shh!" said Nell. "Let's read."



Dog read in his tent. Pig read in the tub. Cat read in a pot. They read all day long. "This is fun!" said Cat and Dog and Pig. The next day Nell heard clanging. She heard banging. "Nell, come quick!" called Dog.



"We did this for you," said Dog. "You can hand out books to all," said Cat. "Nell is good at that," said Pig. "That is just my wish!" said Nell. Nell got in. "Let's hand out books," she said.

### Vocabulary

all  
her

day  
clanging

called  
banging

want  
wish



## Session 3

### Nell's Books


Why is there a story?

(What is the trigger, the event that starts the story, the problem?)

There is a story because...

---

---

<b>The ingredients</b>	<b>The name</b>	<b>Powerful descriptive words and</b>
The characters are...  		
The story is set in ...		

What happens at the start of the story?

The story starts with ...

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---

...action involving... (which character/s?)	
...a conversation between...(who?) talking about...(what?)	

In the middle of the story, the characters try to .....



1<sup>st</sup>

2<sup>nd</sup>

3<sup>rd</sup>

What happens at the end of the story?  
The story ends with ...

---

---

---

What did you think of the story?

---

---

---

Score out of 10

\_\_\_\_\_  
10

## Session 3 Homework

Essential Question: How do people help in the community?

The story is called ..

---

---

The story is about..

---

---

**Essential Question:**

1. Do you help anyone?

---

2. What animal is Nell?

---

3. What does Nell like to do?

---

4. Who helps Nell?

---

5. How will Nell help the community?

---

Draw a picture of the story

# Community Helpers

Read the passage below about people who help in the community.

Doctors, police officers, firefighters, dustmen and teachers are called community helpers because they help others. Doctors work in hospitals. They treat sick people and help them get well again. Firefighters put out fires and save our lives. Police officers work in police stations. They keep us safe and secure. Dustmen keep our streets clean and safe. Teachers work at schools and teach us how to read, write and do math. All these people and many more provide their services to the community. I think that they do a great job.

## Part 1 - Write True or False

- 1- Doctors work in hospitals. \_\_\_\_\_
- 2- Firefighters work in offices. \_\_\_\_\_
- 3- Dustmen collect the garbage of the city. \_\_\_\_\_
- 4- Community helpers help some people only. \_\_\_\_\_
- 5- Doctors give medicines to sick people. \_\_\_\_\_

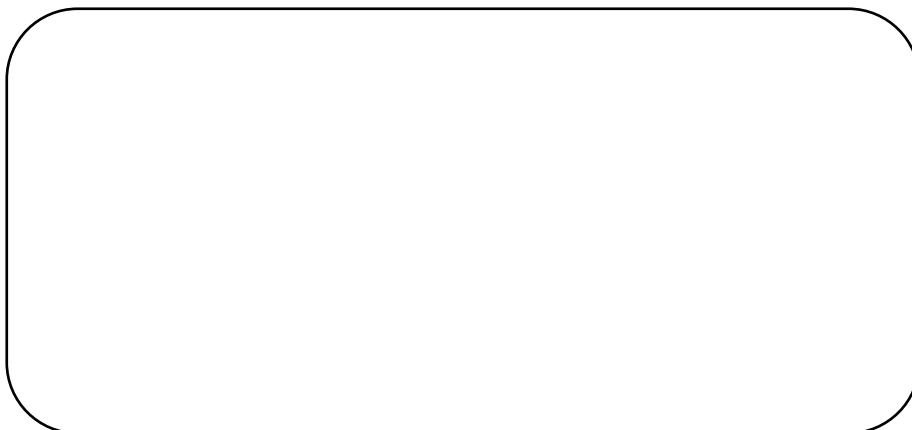
## Part 2 - Answer the questions below

- 1- What do doctors do? \_\_\_\_\_
- 2- How do dustmen help us? \_\_\_\_\_
- 3- How do teachers help the community? \_\_\_\_\_
- 4- How do firefighters save our lives? \_\_\_\_\_
- 5- What would you like to be in the future? Why? \_\_\_\_\_

## Part 3 - Match the jobs with the places

doctors	Fire station
teachers	hospital
dustmen	school
firefighters	streets

## Part 4 - Draw the best community helper









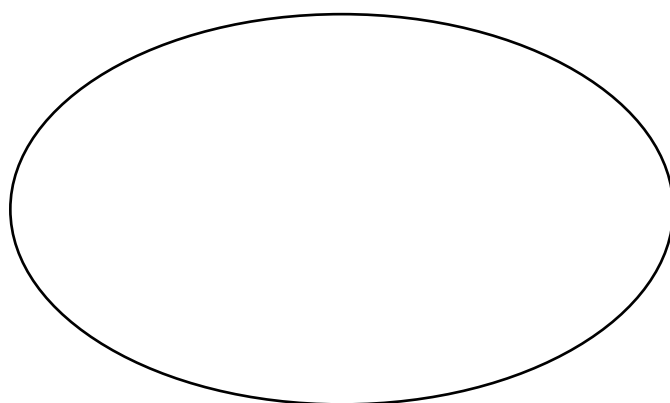
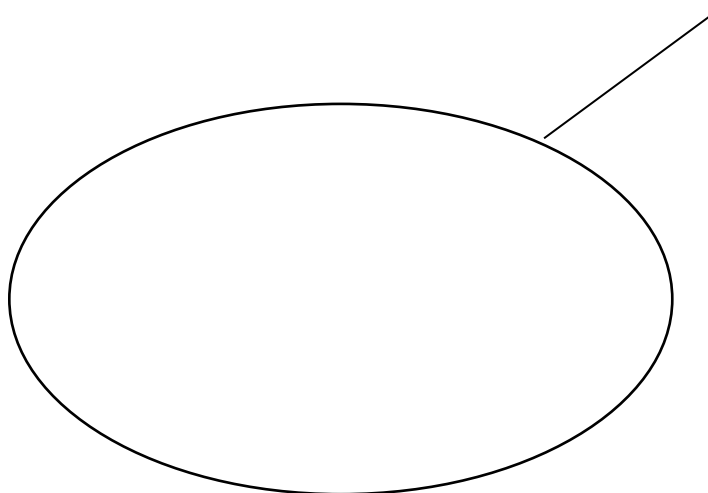


## Session 4

Essential Question: What is Folktale?

Brainstorm

Think about the questions above. Discuss with your teachers and brainstorm some ideas.



## Session 4

Essential Question: What is Folktale?

Reading

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**Vocabulary**



## Session 4


Why is there a story?

(What is the trigger, the event that starts the story, the problem?)

There is a story because...

---

---

The ingredients	The name	Powerful descriptive words and
The characters are...  		
The story is set in ...		

What happens at the start of the story?

The story starts with ...

---

---

---

...action involving... (which character/s?)	
...a conversation between...(who?) talking about...(what?)	

In the middle of the story, the characters try to .....



1<sup>st</sup>

2<sup>nd</sup>

3<sup>rd</sup>

What happens at the end of the story?  
The story ends with ...

---

---

---

What did you think of the story?

---

---

---

Score out of 10

\_\_\_\_\_  
10

# Homework Session 4

The story is called

---

---

The story is about

---

---

**Essential Question:**

---

---

---

---

---

Draw a picture of the story











## I can write a story beginning



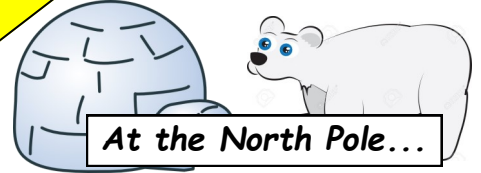
Once upon a time...



Deep in the forest...



A long time ago...



At the North Pole...

Where is your story going to happen?

Who is in your story?

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## I can write a story middle



The ship hit the rocks and began to sink...

There was a big battle...



What is the main event in your story?

## I can write a story ending

Finally, the sun came out and they went to the beach to surf.

The lion was captured and returned safely to the zoo.



How do the events get resolved?



# The Golden Rules

## It should include detailed descriptions

Use lots of adjectives, adverbs and imagery  
Describe characters, feelings, sights, sounds and smells

## It should be balanced

Use action, speech and descriptions in each paragraph to move the story on  
Break up long conversations with action or description

## It should stick to the genre or mood

Make sure your descriptions always 'follow the mood'  
Aim to make your reader feel something (scared, excited etc)

## It should link the beginning to the end

Don't just 'end' the story - resolve it!  
Comment on something mentioned at the start of your story  
Show that a character has changed or reflected

## It should have a good structure (5 parts)

Set the scene - introduce the theme and characters - describe a problem— solve the problem— resolve the theme and characters

# Things to remember



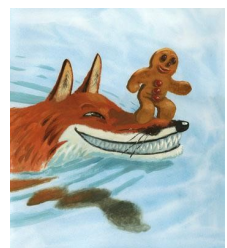
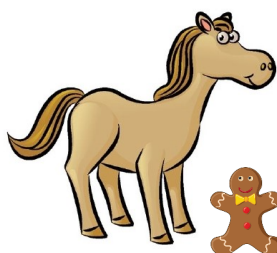
**Remember!**

Characters: Who is your story about?



**Remember!**

Setting: Where will the story happen?



**Remember!**

Beginning, middle problem and end.

# Story writing

## Checklist

Tick the following categories when you think you have completed them

Story planner

Story rules

Character descriptions

starters

Middle

Story endings

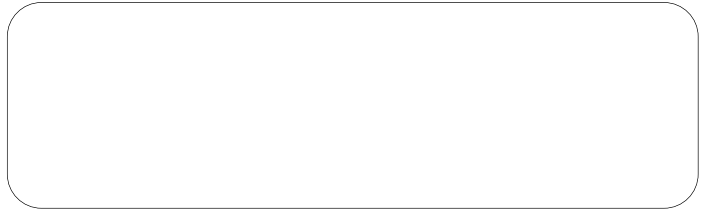
Story editing

Story reading and oral presentation

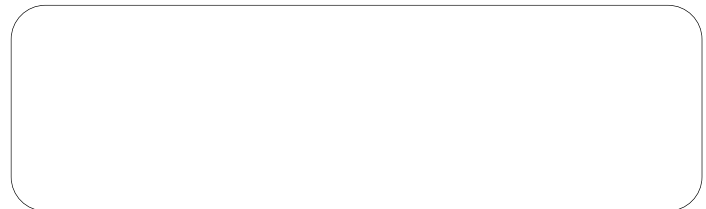
# Character Description

What is your character's name? His/ Her name's \_\_\_\_\_

What does your character look like?



Where does your character live?



What does your character do?





# Vocabulary Sheet

What verbs will you use in your story?



What adjectives will you use in your sto-



What nouns will you use in your story?



Synonyms



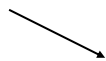
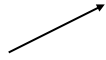
Antonyms



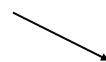
# Story Plan

What will you include in your story?

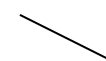
What is your story about?



Where is your story set?



Is there a moral to your story?



# Story Plan

Remember!

Characters. Who is your story about? What does he/she look like? Where is he/she? What can he/she smell, touch, see or hear?

Remember!

Setting. Where will your story happen? What does the setting look like? What does the setting have?

Remember!

Beginning, middle, problem and end. What is the problem in the story? How did the characters overcome the problem? How is the story going to end?

# Story Plan

**Ways to start** “Once upon a time”... or with a twist: “Once upon a particularly terrifying time...”

“One day”... or perhaps “ One sunny day...”

With **direct speech** “ hurry up,” yelled mum, “the taxi will be here soon...”

**Starting with a question** “ Have you ever wondered why ...?”

**How about starting with a sound effect?** “Eeek,” went the car breaks...

**Go straight into the action** “ A car went skidding out of control.”

**Characters can introduce themselves** “Hello, my name’s Sid. I’ve ...”

**Make a statement** “Brian was happy...”

**A description of a place, character or smell** “The smell of smoke drifted towards us”

**Time can start a story** “ it was midnight...”

**Weather can start a story** “the rain came down like ...”

**Flashback** “As I wondered alone, my mind went back to ...”

## **Common starting lines**

- In a land far away
- One starry night
- As the sun began to go down
- One bright sunny morning

# Story Plan

## Ways to end

**It had all been a dream** ( not your teachers favourite)

**We went to bed** ( also nit your teacher's favourite)

**Cliff hanger** "There was a terrible noise behind me. Would I survive the night?"

**Circular ending back to the beginning** "I would never again wonder what was behind the secret door."

**Moral ending** "That was the last time I would ever lie to my friend."

**Ending that refers back to an earlier incident**

**Happily ever after** " We all lived happily ever after."

**Tragic ending**

**Open ended** "or was it..."

**Twist in the tail**

**Really final ending** "and that was the end of that." or " and the rest is history."

At the end of a story you could.....

- Describe or show the characters feelings
- Provide a moral
- Show what the characters have learnt from their experience or want from the future
- Mention some object or detail from the story
- Make a link with the beginning

# Exciting words to use in your story

## feelings

happy

excited

cheerful

cross

worried

cheeky

brave

fussy

scared

kind

## touching

sharp

smooth

rough

hot

freezing

curly

spiky

dry

thorny

hard

## describing

soft

bright

dull

helpful

busy

scary

poor

gloomy

lazy

messy

## weather

stormy

cloudy

sunny

wet

frosty

windy

foggy

snowy

thundering

lightening

Can you think of any more exciting words? Add them to the rows be-

--	--	--	--

# Story editing

When you have finished writing your story, read it again and check for the following things... ( Tick the when you think you have included them)

Does your story have ...

A beginning?

A problem?

A solution to the problem?

A happy ending?

Have you used adjectives to describe your characters and settings?

Have you checked you spellings?

Do your sentences make sense?

Have you used capital letters and full stops?

Have you put speech marks around the words that someone is talking?

Have you used the correct tense all the way through you story?

have remembered to use paragraphs

***Have you tried to include the following?***

Simple sentences eg The dog ran away. .

Complex sentences. The dog, which was hurt, ran away.

Compound sentence Eg The dog ran away because it got a fright.

As brave as a lion, as timid as a lamb

# Writing Fables

Write a story using one of the ideas from below.

Write a short fable (about 200 words) about the penguin who was afraid of water. Finish with the moral of the story



Write a short fable (about 200 words) about the mouse that decided to lift weights to become strong enough to beat the cat. Finish with the moral of the story.



Write a short fable (about 200 words) about the little monkey who lost his toy but his/her friend helped find it. Finish with the moral of the story.



Write a short fable (about 200 words) about the donkey who decided to sail to another country in hope of a better life. Finish with the moral of the story.



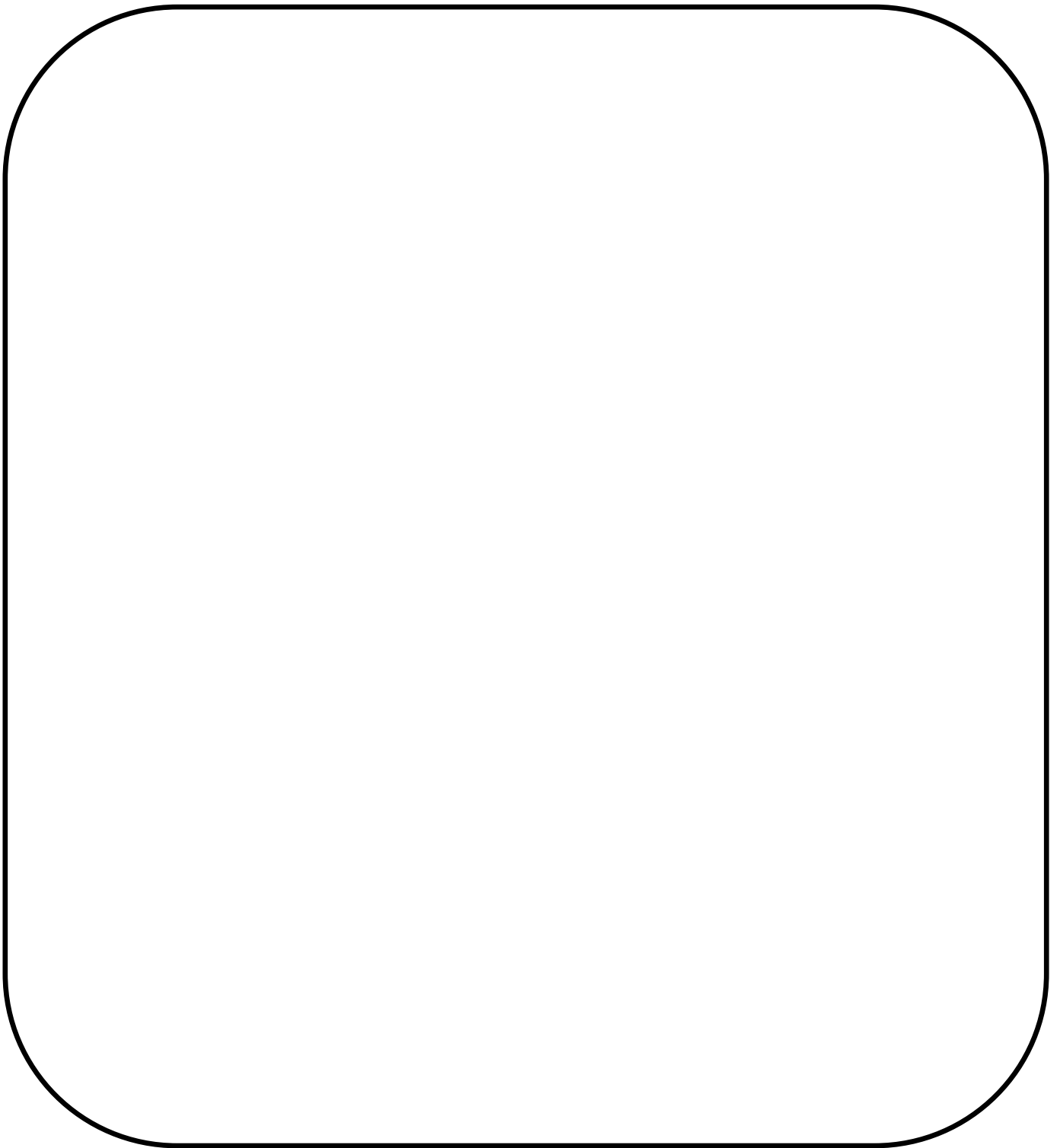






# My Picture

Draw a picture of the story.



# Answer Key

## Words ending in -le

### Page 6

1 bangle, handle, thistle, simple, rectangle

2 candle - handle, tangle - angle, tumble - jumble, trouble - double, twinkle  
- sprinkle

3 Possible answers: bangle, tangle, mangle,

Possible answers: mumble, bumble, jumble

## Words ending in -el

### Page 7

1 towel, easel, kennel, kestrel

2 Students' own sentences using the words provided.

## Words ending in -al

### Page 8

1 electrical, fictional, tropical, accidental, musical, national,

2 hospital, pedal, capital

3 Student's own sentences using the vocabulary provided.

## Words ending in -il

### Page 9

1 pupil, nostril, fossil, until

2 gerbil, daffodil, pencil

## Prefixes 'un,dis'

### Page 10

Undress, untie, unlock, unkind

Discover, disagree, disappear

1 undress 2 untie 3 unlock 4 unkind 5 discover 6 disagree

## Suffixes 'ful,less'

### Page 11

painful, useful, cheerful, tearful

Spotless, toothless, careless, harmless





# EASY LEARNING

First Choice English Easy Learning is a series of books designed to develop a child's reading skills. The books contain a mixture of fun puzzle activities to practice and support applied phonology phonics, word building, spelling and vocabulary. These books also teach grammar and presentation skills and are suitable for young learners of all levels and abilities.

- A fun and effective way to learn phonics, spelling and reading
- A fun and fully comprehensive learning system for young learners
- Build understanding of spelling rules and patterns without the confusion
- Challenging activities to support more able children
- Practice activities for less confident children

## Easy Learning series:

**Stage 1 - Young Learners (ages 4 - 7)**

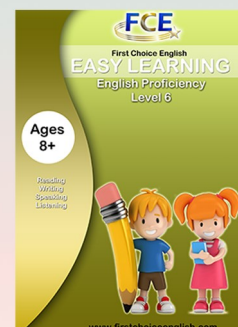
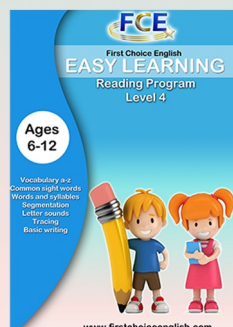
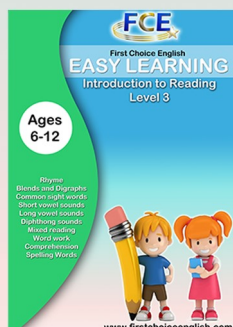
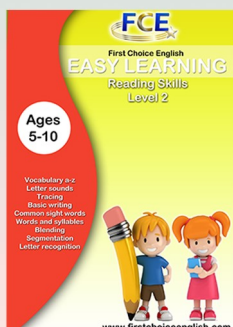
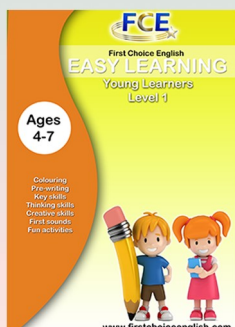
**Stage 2 - Reading Skills (ages 5 - 10)**

**Stage 3 - Introduction to Reading (ages 6 - 12)**

**Stage 4 - Reading Program (ages 6 - 12)**

**Stage 5 - Conversation (ages 6 - 12)**

**Stage 6 - English Proficiency (ages 8+)**



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